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ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education and health education. ORGANIZATION AND PHYSICAL APPEARANCE: There are 10 main sections--1) the elementary school program--organization and administration; 2) movement exploration and education; 3) rhythmic activities; 4) games; 5) stunts, tumbling, trampoline, and apparatus; 6) individual, dual, and small group activities; 7) evaluation in physical education; 8) physical activity and recreation for the atypical; 9) growth and development of elementary school children; and 10) a reference chapter on health education. A suggested initiation chart is provided for chapters 3, 4, 5 and 6, showing the grade levels for the various activities. Appendixes include a selected annotated bibliography, factors important in executing skills, demonstration lessons, free and inexpensive materials, rhythm materials, and the Kirchner Physical Fitness Test Battery. The guide is printed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The overall objectives are included in the introduction. Specific objectives are included with the activities in each section. Very detailed instructions are given for activities, including dances, games, and gymnastics. INSTRUCTIONAL MATERIALS: Material required is specified for the various activities. A list of other materials is included in Appendixes D and E. STUDENT ASSESSMENT: Section 7 is devoted to evaluation, and physical fitness and self-testing activities. (MBM)

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Physical Education and Health Education

for

Wyoming Elementary Schools

Grades Kindergarten - Six

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State Superintendent of Public Instruction
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Editor

John B. Woods, Ph.D.
University of Wyoming

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INTRODUCTION

This curriculum guide was written to assist Wyoming elementary school teachers with the development of sound, coordinated programs in physical education and health education.

The guide was designed to serve only as a *guide* and like most teaching aids it will be of little or no use if it is not made available to the teacher, or if the teacher does not make use of the contents. It must be emphasized that many of the games and activities presented in this curriculum may be taught in various forms at several different grade levels. If the teacher varies the degree of difficulty and includes variations, the continuity of the total program will be maintained.

The Need For Activity Is An Expressed Need Of Children

Objectives and Principles

In our society education is usually thought of as what a child learns in a formal school setting. For this reason education may then be defined as a "planned developmental experience."

Physical Education and Health Education are included as a vital part of this planned developmental experience in almost every school in the United States. The quality and scope of such programs are directly related to the individual competencies of teachers and administrators in each school or school system. An elementary school physical education program must provide:

1. A well planned and coordinated developmental experience of vigorous activity for all children.
2. A *minimum* of 20 minutes allocated each day for physical education at the primary grade levels, and 30 minutes each day at the fourth, fifth, and sixth grade levels.

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INTRODUCTION

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3. A progressive curriculum dependent on the skill and maturity level of the children.
4. Adequate facilities for physical education, preferably an outdoor and an indoor area.
5. A sufficient number of physical education supplies, such as balls, ropes, mats, and rhythm records.
6. Administrative encouragement to all teachers to provide a sound program for each class.

Good Teachers Teach Boys and Girls, Not An Activity

Three fundamental objectives of a sound professional physical education program are:

1. The development of organic vigor.
2. The development of physical skill.
3. The socialization of the whole individual.

Purposes and Needs

An elementary school program should be organized and operated for the purpose of providing experiences for all children. Such experiences should provide an opportunity for:

1. Participating in activities for total physical development.
2. Practicing and learning motor skills.
3. Learning and interpreting in action, the knowledge and understanding of concepts necessary to participate in motor skill activities.
4. Practicing democratic group play.

The needs of such a program are directly related to the needs of the children. Situations should be provided with a variety of activities so children may have some choice, and time must be provided in the program for individual assistance. The teacher must realize that negative attitudes such as poor sportsmanship, not wanting to play, and not being able to lose, are LEARNED BEHAVIORS and should be treated as such. All children learn through activity, by doing . . . . doing that which has both security and adventure. Children learn what they see and live.

Theories of Misunderstanding

The following are four very common theories of misunderstanding or misuse of physical education programs. THEY ARE TO BE AVOIDED as they have no place in a sound program.

The Perspiration Theory—

This is the age-old idea that the purpose of physical education in a school setting is to tire the children so they will keep order in the classroom. There is little if any instruction.

The Calisthenics Theory

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The Mass and Team Ga

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The Restricted Program

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The Calisthenics Theory—

The theory of teaching only vigorous calisthenics during every class period. Some corrective and posture training is included but vigorous calisthenics make up most of the total program.

The Mass and Team Game Theory—

Complete emphasis on mass and team games make up the total curriculum. Little if any preparation by the teacher or the students, and little or no instruction by the teacher. The old "throw the ball out" theory.

The Restricted Program Theory—

This program is usually termed "the coaches' program". Football in the fall, basketball during the winter, and baseball during the spring. In effect a "farm system" to develop future varsity players. A usual excuse for this type of program is lack of facilities.

Motor Skills Become the Tools For Solving Problems in Group Living

CHAPTER I

The Elementary School Program – Organization and Administration

CHAPTER I

The Elementary School Program Organization and Administration

In a sound elementary school physical education program, organization is a basic essential. All programs must be organized on sound principles in order to ensure BREADTH as well as QUALITY for the child's experience in activity. Organize for the correct manner of play and also to ensure the learning of a variety of important motor skills.

A Physical Education Period Every Day for Every Child

Program administration is concerned with functions and responsibilities essential to the achievement of established goals through associated effort. School administrators are responsible for directing, guiding, coordinating, and inspiring the efforts of individual teachers. They are also responsible for assuring that the purposes for which the school has been established are accomplished in the most effective and efficient manner possible. The same would be true for an administrator or coordinator of an elementary physical education program.

Criteria for the Selection of Activities

Several very important criteria have been developed and stated by Dauer[1] in his text *Fitness for Elementary School Children*. These criteria for the selection of activities and the organization and administration of the program are:

1. Consider the readiness of the children for any particular activity.
2. Each child must have an opportunity to be active in the learning situation.
3. The children should derive enjoyment and satisfaction from the activities.

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[1] Victor P. Dauer, *Fitness for Elementary School Children Through Physical Education*. Minneapolis: Burgess Publishing Co., 1965.

4. The activities should be of such a nature that the children will experience a measure of success.
5. Include the children in both planning and evaluation.
6. Provide an opportunity for creative activity.
7. Beware of activities which tend to eliminate slow or unskilled children from activity.
8. Consider each activity from the standpoint of safety.

Types of Physical Education Activities and Suggested Time Percentages for the Elementary School

Percentages are given to provide a basis for a rounded proportional program which meets with good thinking in elementary education. Percentages are not to be regarded as fixed but will vary according to local conditions and preferences.

GRADE	1	2	3	4	5	6
Types of Activities	Suggested emphasis for each grade level (in percentage of time)					
1. **Low Organization Activities**	40%	40%	40%	30%	20%	14%
Running and Tag Games	25	15	5	5	5	5
Simple Ball Games	15	20	25	15	10	5
Relays		5	10	10	5	5
2. **Athletic Skills and Games**	5	5	15	30	40	45
Skill and Skill Drills	5	5	5	10	15	15
Lead-up Games			5	10	10	5
Athletic Team Games				5	10	20
Individual and Dual Activities			5	5	5	5
3. **Rhythmic Activities**	35	35	25	20	20	20
Fundamental Movements	15	5				
Creative Rhythms	5	10	10			
Singing Games	10	10				
Folk Dancing, Mixers	5	10	15	15	10	10
Squares				5	10	10
4. **Apparatus, Tumbling, Stunts**	15	15	15	15	15	15
5. **Body Mechanics and Fitness Activities**	5	5	5	5	5	5

Teaching Skills: Methods and Procedures

The success or failure of a physical education program is due to many different factors. These include the child, time, facility, activity, teacher, and the methods and procedures used in implementing the program. In planning, teachers will want to refer to Chapter IX, "Growth and Development of Elementary School

Children." Sample demonstration lessons for the second and fourth grades are presented in "Appendix C" on page 129 and 130.

Every teacher should plan each day's program keeping in mind the characteristics, needs, and problems of the child; objectives to be attained; materials and equipment to be used; activities and skills to be taught; time needed for each phase of the lesson; procedures to be followed during the class period; and the outcomes in terms of program objectives.

When a motor skill is first introduced to a class, it should be explained and demonstrated, then followed by a period of class practice and teacher evaluation. If these four closely related techniques are followed in sequence, optimum skill development will be fostered.

EXPLANATION — DEMONSTRATION
PRACTICE — ANALYSIS

Teaching patterns in physical education with respect to staff assignments vary a great deal from school to school. The following are selected plans by which physical education teaching is organized:

1. Full responsibility by the classroom teacher with no supervisory or consultant aid.
2. Major responsibility by the classroom teacher with consultant aid.
3. Major responsibility by the classroom teacher with part-time teaching by a physical education specialist.
4. Full-time teaching by a physical education specialist.
5. Departmentalized teaching which involves specialist type teaching by instructors with backgrounds in respective fields.
6. Trading or combining classes between a male and female teacher where two classes are combined for physical education.

Research has shown that full time teaching by a physical education specialist produces the best results in terms of child progress

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toward the objectives of the program. If this administrative plan is not possible, every effort should be made by school administrators to provide some part-time assistance for the classroom teacher by a physical education specialist.

Seasonal Plans & Programs—

The physical education program for elementary school children is divided into two basic areas which are related. The most important of these areas is the regular activity period which is carried on during the daily physical education period. The extra-class program includes all other physical education activities that are supervised by the teachers. Extra-class programs would include after-school activities such as track meets, play days, and sports days. "If extra-class activities are organized on the basis of equitable competition as well as being well supervised, desirable physical and social experiences will occur."[1]

Selected Samples of Grade Planning

THIRD GRADE PLANNING FOR SEASONS[2]

Activity Type	Year's Periods	Distribution to Seasons			
		Fall	Early Winter	Late Winter	Spring
Movement Exploration and Body Mechanics	18	1	8	8	1
Rhythmical Activities	36	0	16	20	0
Stunts, Tumbling Apparatus	27	5	9	9	4
Relays	18	6	2	5	5
Simple Game Activities	54	23	5	3	23
Athletic Skills and Games	27	10	5	0	12
Total	180	45	45	45	45

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[1] Glenn Kirchner, *Physical Education for Elementary School Children.* Dubuque, Iowa: Wm. C. Brown Co., 1966, p. 71.

[2] Victor P. Dauer, *Fitness for Elementary School Children Through Physical Education.* Minnesota: Burgess Publishing Company, 1965, p. 30-31.

SEASONAL THIRD GRADE WEEKLY PROGRAM

Season	Monday	Tuesday	Wednesday	Thursday	Friday
Fall	Games 30 min.	Athletic Skills 20 min. Relays 10 min.	Stunts, Tumb. 30 min.	Athletic Skills 20 min. Relays 10 min.	Games 30 min.
Early Winter	Move. Explor. 10 min. Folk Dance 20 min.	Stunts, Tumb. 30 min.	Move. Explor. 10 min. Folk Dance 20 min.	Relays 10 min. Games 20 min.	Move. Explor. 10 min. Creative Rhy. 10 min. Games or Athletic Skill 10 min.
Late Winter	Move. Explor. 10 min. Folk Dance 20 min.	Stunts, Tumb. 30 min.	Move. Explor. 10 min. Folk Dance 20 min.	Relays 10 min. Game 20 min.	Move. Explor. 10 min. Creative Rhy. 10 min. Free Choice 10 min.
Spring	Games 30 min.	Athletic Skills 30 min.	Stunts, Tumb. 30 min.	Athletic Skills 15 min. Relays 15 min.	Games 30 min.

CHAPTER II

Movement Exploration and Education

Purposes

To increase locomotor skills, movement skills "in place," and combinations of both.

To increase skill in moving efficiently and gracefully

To increase kinesthetic awareness and improve quality of movement.

To increase awareness of spatial relationships.

To learn potentials and limitations of own body movements.

Teaching Suggestions

Practically all movements that children do are "right;" corrections need only be made if basic patterns are violated (opposition, weight transfer, etc.)

Seldom will a teacher need to demonstrate; words or ideas should be interpreted by the children, not the teacher.

The basic elements and principles of movement should be a part of the teaching.

The best method of teaching seems to be that of "problem-solving."

The teacher may either set a problem, or ask questions of "Can you . . . ?" or "How many ways . . . ?" in relation to experimenting with a specific movement pattern.

The teacher may start with a basic movement and let the children's ideas lead to more and varied ideas and movements.

Let the children *experiment* with movements and equipment.

Children should be learning TIME, FORCE, and SPACE relationships of body and objects used.

Every grade level should be working with movement education.

Primary grades will respond readily to basic movements and exploration of those movements without self-consciousness. Inter-

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mediate grades seem to work more readily with movement exploration if it is presented through game skills.

Practically all movement skills may be presented in the first grade: in later grades there should be refined skills worked on and better performance expected from the children.

Movements should be experimented with for different body positions; lying, sitting, kneeling, standing. Children should realize that most movements may be performed in all positions.

Provide each child with space of his own in which to work. Boundaries should be defined so that each knows just where he may move. If the entire group is using the whole space, definite directions in which to move (to avoid collisions) should be determined.

Children may occasionally enjoy activity with partners.

Good use may be made of everyday tasks, weather, animals, and emotions.

(Specific directions have not been given in this section as to *what* or *how* to do "movement". The children's and teacher's imagination are the best source of movement.)

BASIC PRINCIPLES OF MOVEMENT

Concentration

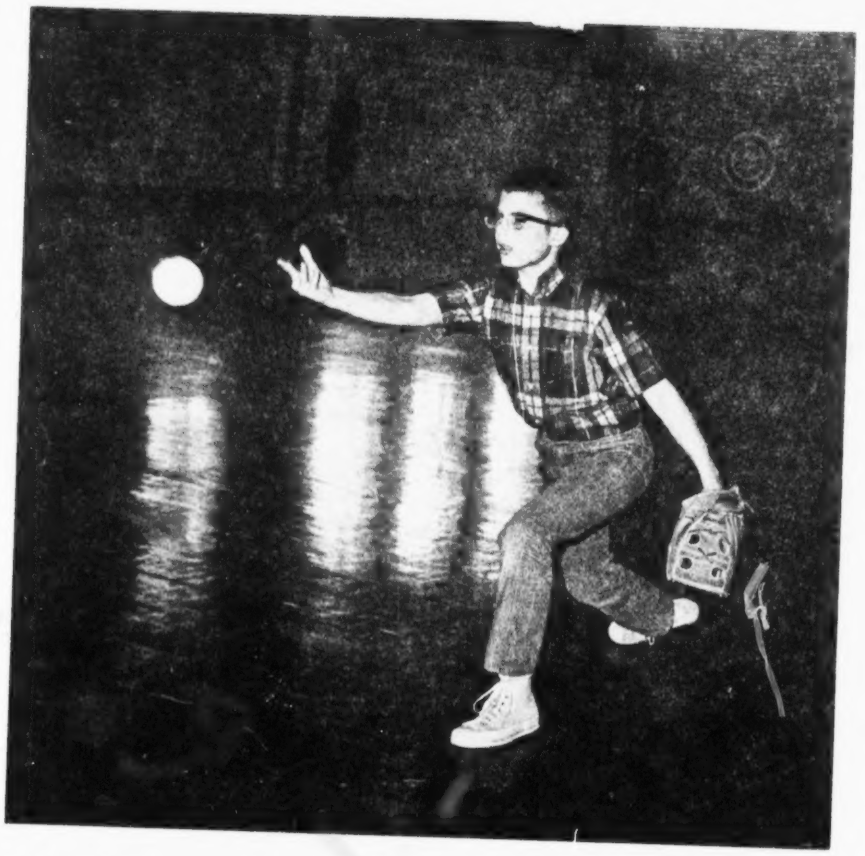
The child must concentrate on his objective; if working with balls, eyes should watch the ball.

Follow-through

Every movement must be completed. In throwing or striking, the movement should continue in the line of direction of the throw or the strike; the movement never stops abruptly.

Opposition

This principle applies primarily to the arms and legs; when one arm is forward (as for throwing), the opposite leg should be forward. This type of movement aids balance, power, and accuracy.



Relaxation

The child should be relaxed enough that movements are free and easy; the body should not get in the way of the movement. Too much tension in all parts of the body causes "overuse" and energy waste.

Use of entire body

In moving, the whole body is used; not just parts. Some parts will be tensed for power or action, other parts relaxed to ease the movement or provide balance.

Visualization

The child should have a picture in his mind of the movement he plans to do. As more and more skill is gained, less time is needed for "seeing" the movement in his mind; the movement becomes a part of the child.

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Weight transfer

The child should transfer his body weight from back to front or side to side in most movements.

BASIC ELEMENTS OF MOVEMENT

Agility

This element is the ability to change direction and positions quickly without a loss of balance. It is also the ability to perform a series of related movements with speed and balance. Agility is a needed safety factor in the performance of skills concerned with reaction time.

Balance

This element is concerned with the maintenance of the center of gravity over the base of support. Leg strength is needed. In developing balance, the child needs to understand that better balance may be obtained by widening the base of support, lowering the center of gravity, adjusting the weight, or increasing friction.

Coordination

This is the ability to combine a series of isolated movements into graceful and efficient body management. It includes the quality of a movement and accuracy, ease, and efficiency of movement. Good kinesthetic perception aids in coordinating movements.

Endurance

This element provides a reserve of energy enabling the child to sustain an effort over a considerable period of time. It also provides a margin of safety in play and work skills. Good endurance efforts lead to increased heart efficiency, improved circulation and respiration, improved capacity for activity, increased efficiency and ease of performance, and improved capacity to recover quickly after activity.

Flexibility

This element refers to the range of articular movement. The "range" of a movement may be increased through easy stretching of muscles.

Relaxation

This is the ability to decrease excess muscle tension. An excess of tension speeds the onset of fatigue and reduces the efficiency and ease of a movement.

Strength

This element is the power of the muscles to exert force. Good strength is necessary in maintaining good posture and executing movements. Insufficient strength may cause a lack of ability and interest and it may be the difference between success and failure for the child.

BASIC TYPES OF MOVEMENT

Locomotor

Locomotor movements are those in which the body moves in space from one place to another. Basic locomotor movements are such things as running, walking, and jumping. Adapted locomotor skills are such things as creeping and crawling. Combinations of locomotor movements are running and jumping, stepping and hopping.

Non-locomotor

Non-locomotor movements are those in which parts of the body move as the body remains in one place. Basic non-locomotor skills would be such things as bending, turning, and stretching. Combinations of non-locomotor movements are such moves as tagging (stretch and push), and throwing (swing and push).

BASIC POSTURE POSITIONS

Standing

For correct standing posture, each part of the body should give support to every other part. From a side view, an imaginary line should pass through the shoulder joint, slightly behind the hip joint, slightly in front of the knee joint, and through the ankle bone. Not all children will have exactly the same posture due to their health, or body build. Mental attitude may also affect posture from day to day. Good muscle tonus aids in achieving and maintaining

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Sitting

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Lying

Prone: face do
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Supine: facing

Front leaning:
locked elbows.

Walking

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Feet should be
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Running

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good posture. The feet should be 4-6 inches apart and knees slightly bent. The head is "looking" forward, chest comfortably up and shoulders wide in a relaxed position.

Sitting

In a good sitting posture, the body parts support each other. The weight should be on the chair and the back of the body should be against the back of the chair. The feet are touching the floor in a flat position. In both sitting down and rising, the body should be as close to the chair as possible.

Lying

Prone: face down on the floor, arms either over the head or at the sides.

Supine: facing the ceiling, arms either over the head or at the sides.

Front leaning: body straight, face down, supported by hands and locked elbows.

LOCOMOTOR SKILLS

Walking

Balance body directly over feet.

Keep spine straight, but *not rigid*. Eyes forward.

Swing legs from hips, with knees bending enough for feet to clear floor.

Push comes from the rear leg, with the toes giving the final push.

Touch heel of foot first, then ball of foot, then toes.

Feet should be parallel and toes pointing straight ahead.

Arms swing freely at the sides, in opposition, from the shoulder joint.

Running

(Medium speed)

Speed up walk tempo, touching the ground with balls of feet first.

(For further information on the proper execution of skills see Appendix B)

Body leans slightly forward.

Bend knees moderately.

Arms carried freely, with slightly more bend than in walking.

Avoid tenseness; run easily.

(Fast speed)

Body has more lean forward.

A larger stride is taken than in medium run.

Arms naturally bend slightly more than in medium run.

Jumping

May be done for height or distance.

May take off on one or both feet, but land on both. On landing, body should be in relaxed, controlled position to absorb shock of landing; hips, knees, ankles, and feet bent.

Arms swung in direction of flight to assist in carrying weight, and for balance in flight.

Hopping

Taking off and landing on the same foot, either for distance or height.

Arms and non-supporting leg used for balance.

Leaping

A "giant" step from one foot to the other, spring from feet assists in flight.

Land on ball of foot, bending body to absorb shock of landing.

Take off on one foot and land on the other with continued motion.

Skipping

A step and hop in uneven rhythm, alternating feet.

Body goes off the floor on the hop, using arms for balance and height.

Relax ankles and knees as body contacts floor on landing.

Sliding

A modified skip, done in any direction, with rear foot dragging on the ground and lead foot barely leaving the ground.

One foot always leads.

Galloping

A modified slide
leading.

Knees are lifted l

Creeping

Body in prone ly
Motion is made
pushing with kne
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Crawling

Hands and knees

Movement in any

Lifting

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Galloping

A modified slide, or skip, always moving forward, with one foot leading.

Knees are lifted high with a springing motion for the push-off.

Creeping

Body in prone lying position.

Motion is made in forward direction, by pulling with arms and pushing with knees. Backward movement made by pushing with arms and pulling with knees. Arm and leg movements in opposition.

Crawling

Hands and knees position.

Movement in any direction with arms and legs in opposition.

Lifting

Body as close to object to be lifted as possible; usually with center of gravity either below object or as near that position as possible.

If object is on floor, body is in squat position.

Arms placed underneath or below center of gravity of object.

Object lifted through leg and trunk muscles, *not back* muscles.

Carrying

Object should be carried in front of body, and above body center of gravity.

If carried at the side, object should be alternated from side to side.

Good walking posture should be maintained as much as possible, though body will compensate for weight of object.

Pushing

Hands placed against object with elbows locked, or one shoulder against object.

Body leans toward the object with one foot slightly in front of the other, knees bent, and force exerted by the rear leg.

Back held straight throughout the movement.

Pulling

Less force is exerted in pulling than in pushing.

Body turned to the side, feet parallel and comfortably spread.

Body lowered by bending at the knees and hips.

The pull is exerted by leaning away from the object and straight ing the leg closest to the object. Small steps are taken as forc exerted.

Falling

"Go with" the fall; do not tense body.

Avoid using hands and arms in locked position to "break" f may use hands and arms, but they should be in relaxed posit to bend and absorb.

Bend knees on a fall, so that body is closer to the ground.

Head should be protected at all times; tuck in chin to chest wh falling backwards.

If falling from high place, attempt to get feet underneath bo much like techniques of a jump on the landing.

Climbing

Vertical walk, feet provide adequate base with body weight o the feet.

Steps of usual walking stride or slightly larger.

NON-LOCOMOTOR SKILLS

Stretch or Bend

A "reach" extending the entire body as far as possible in one rection; up, to the sides, and down (bending).

Should be done in smooth, gradual manner, not in sudden jerks.

May be done with parts of the body or the entire body.

Twist or Turn

Rotation of a part of the body or the entire body.

Done gradually; increase the range of the movement slowly.

Swing or Sway

A free, relaxed movement of a part of the body; may form a co plete circle or a shortened arc.

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Shake or Beat

A tremble or vibration of a part of body or the entire body.

Rise or Fall

A degree of body ascent or descent.

GAME SKILLS

Stepping

Bend knees and drop center of gravity closer to ground.

Slow down gradually if possible to avoid falling.

Keep body over feet.

Dodging

Move body weight to side with knees bent.

Drop weight slightly before shifting body weight in another direction.

Use arms for balance.

Be ready to move immediately after a dodge.

Tossing

One or two hands, object thrown under-hand.

Hand(s) with a backward swing, weight going to back foot; then a forward swing with hand(s), and weight going to forward foot.

Eyes primarily on target.

Throwing

One or two hands, object thrown overhand.

Swing arm, down, back, and up as weight goes on back foot; shoulder and elbow rotating so that palm of hand faces direction of throw; bring object to shoulder height, close to the ear, elbow up and back.

Release is a matter of straightening all body parts with weight going to forward foot. Hand and wrist lead in straightening.

Follow through by pointing hand toward object.

If throwing large object with one hand, use the other hand to aid in controlling object.

Experiment with throws coming from chest area, over the head, and one side.

Point of aim when throwing to other people should be the chest area between shoulders and waist.

Eye on target as much as possible.

Catching

Eyes on object as it comes toward person.

Place body behind line of direction of object.

Move toward object, not away from it.

"Give" with the force of the ball as it touches hands or feet.

If object is above the waist, hands should be formed into a "cup" with thumbs together, fingers pointing up; if object is below the waist, little fingers together, fingers pointing down. *Never* have fingers pointing directly at object.

Trap: (Soccer) foot placed at 45 degree angle on ball (*not* on top.)

Strike

Includes striking with hand, batting, and kicking.

Striking instrument behind line of direction of object. Eyes on object at all times.

Striking instrument usually has a preparatory movement of swinging back and then forward to strike object. A better strike will be made if body is sideways to line of direction of object. On contact with object, weight should be transferred to forward foot; and a follow-through motion continued after the strike.

Batting: bat held back of body with elbows away from body, bat perpendicular to ground. Forward swing should cause bat to drop to a horizontal position and follow-through continued in a horizontal plane.

Kicking: ball kicked with instep of foot, *not* toe.

Bounce

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Basketshooting

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Special Skills

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Preparatory Mo

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Bounce

Ball is given impetus down so that it returns to person.

Impetus may be given with one or two hands; fingers should give the power, ball *not slapped* with palm of hand.

Ball should return to waist height.

Dribble: ball pushed slightly forward of person and to the side. Ball should remain low. (Soccer dribble: ball tapped with inside of alternating feet, kept approximately one foot in front of person.)

Basketshooting

Fundamental techniques of throwing used; ball primarily held in front of body so that eyes may see ball and rim of basket in aiming. Ball should be thrown so that there is a slight arc.

Special Skills

VOLLEYBALL:

Serve: *striking* a stationary object with fist or hand. Ball held at side of server with support by non-striking hand.

Volley: return of a ball higher than waist. Much the same as *bounce* techniques, with fingers giving impetus.

Dig: return of a ball lower than waist. *Striking* techniques with hands in form of fist, striking upward lightly.

BOWLING:

Tossing techniques used with release so that fingers almost touch the ground. Eyes on pins or a spot somewhere ahead of release point.

Preparatory Movements

Practically all game skills are preceded by a forward move toward the object; it may be one step or a short run or skip.

CHAPTER III

Rhythmic Activities

Purposes

To foster pleasure in efficient movement.

To increase locomotor skills.

To increase coordination, balance and timing.

To increase response to rhythm.

To increase skill in performing steps to music.

To increase ability to make a smooth transition from one step to another without breaking the rhythm.

To increase ease of movement through knowledge of patterns, poise without excess tension, and by maintaining a rhythmic flow of movement.

To learn to distinguish the time, force and directions possible.

To experience movement as a means of communication.

Teaching Suggestions

Learn difficult basic steps to a dance before putting them into dance figures.

Practice the steps individually, then do with partner or partners.

Practice figures without music, adding music when the children have learned the basic figures.

Teach the more difficult dances in parts, adding parts as the children learn them.

In lower grades, the children should not be expected to follow strict techniques; if they understand the basic dance steps, the teacher should be satisfied.

In teaching dances which require the children to form a circle, it is sometimes easier for them not to hold hands. This prevents pushing and pulling by those going too fast or too slow.

If possible, the teacher should "call" square dances, as many records move too quickly for beginners to follow. The teacher may judge when to begin the next call by how the children are progressing.

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Movement Exploration with Rhythms

All the movements in Chapter II (Movement Education) may also be explored through the medium of rhythm. In working with rhythms, the child is exploring the elements of *time, space* and *force*. Working with rhythmic patterns limits the child to a definite tempo or beat. One may also set the force of the movement. Again, in working with rhythms, the child should be encouraged to express himself, using rhythm as a boundary within which to work and explore. The best method seems to be that of problem-solving. Questions of "Can you . . .?", as used in movement education, may be used in the child's exploration of rhythm.

During exploration, the child should be learning the many *directions* in which he can move: up; down; around; and out. *Force* of movement involves strong; light; heavy; and easy. *Range* of movement space covered: small; large. *Time* of movement involves even; uneven; fast; and slow. The child should learn how to use locomotor movements and stationary movements in relation to a particular rhythm, and how many ways there are to react to the same rhythm.

A drum may be used to investigate some of the "time", "space", and "force" elements. A piano or record limit the instructor to particular rhythms, but for the slightly unmusical teacher they may be of immeasurable value. The instructor need not be a dancer herself to teach and help children explore movement, if she will first use her imagination, and then let the children "build" with their own imaginations.

Folk, Square and Social Dance

Many of the basic steps for folk and social dance may be taught as early as the first and second grades. This may be done in the exploration of movement with rhythm, or in a formal teaching situation. The child should learn the step by himself before trying to perform it with a partner. Also, the child should be allowed much practice with the basic step and various formations of doing it before attempting to put it in a definite figure or dance.

Most of the time, there needs to be no set way of selecting a partner. If boys may choose either girls or boys, they seem to be more receptive to learning the steps. For most folk dances, it really does not cause a difficulty for two boys to dance together. The important thing should be to learn the rhythm and figure of the dance. It is easier in beginning square dance to have boy-girl partners, but once the figure has been learned, boys can be partners and do the dance equally well. Fifth and sixth grade boys in particular enjoy square dancing. Too much forced dancing with a girl may tend to build up a resentment to rhythms of any kind.

Dance Positions

The *Open Position* is used in many folk and social dances, and is the basic position for square dancing. Many variations are possible with the basic position. Basically, it requires the partners to stand side-by-side, facing the same direction. The girl is generally on the boy's right; hands may be held, the boy's right arm may be around the girl's waist with the girl's left hand on the boy's shoulder, or they may be side-by-side and not touching. Skater's position is left hand held in left, right hand in right (arms crossed in front of couple).

The *Closed Position* is used primarily in social dance, and in some parts of Folk and Square dance. In this position, partners are facing each other with the boy's right arm around the girl, and her right hand held in his left hand. Variations of this position are: both of the boy's arms around the girl's waist with both her hands on his shoulders (peasant position); or both hands held leaning slightly away from each other.

The *Varsouvienne Position* is used in some dances other than the Varsouvienne. In this position, the partners are side-by-side, facing the same direction. The boy holds the girl's left hand in his left, and in front of them. The boy's right hand is placed behind the girl on her right side, and her right hand is held in the boy's right hand.

Dance Directions

CW — moving clockwise around a circle; CCW — moving counterclockwise around circle. (Will aid children if instructor uses right shoulders to center for CW, and left shoulders for CCW.)

Basic Dance S

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TWO STEP.
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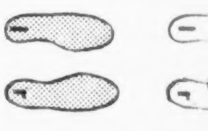
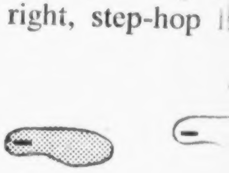
step right, hop



SCHOTTISCH
alternating lead
schottische step
Step right, step
step left, hop
right, step-hop



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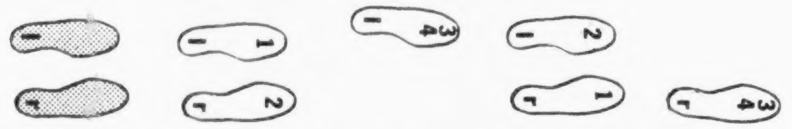
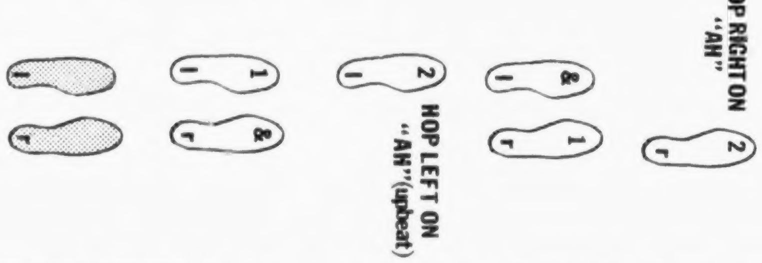
Basic Dance Steps

STEP HOP (even 2/4 or 4/4 time). A step and then hop on the same foot, alternating feet with each step. Step right, hop on right; step left, hop on left.

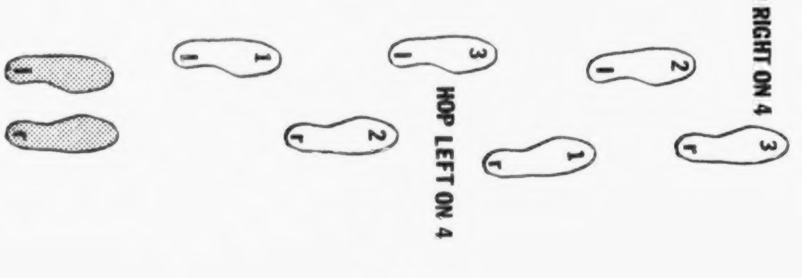
TWO STEP. (even 2/4 or 4/4 time). A step with one foot, a closing step with the other foot, and step again with the beginning foot. Alternate lead foot after each complete two step figure. Step left, close right, step left; step right, close left, step right.



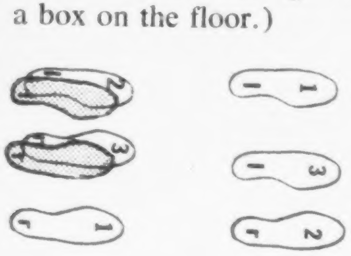
POLKA (uneven 2/4 time). Basically a two step with a hop added. Step left, close right, step left, hop left, close left, step right, hop right.



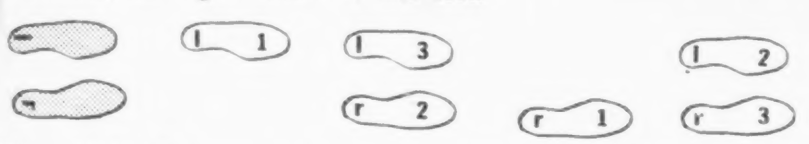
SCHOTTISCHE (even 4/4 time). Basically three steps, alternating lead foot, with a hop on the fourth count. Two schottische steps are frequently followed by four step-hops. Step right, step left, step right, hop right; step left, step right, step left, hop left; step-hop right, step-hop left, step-hop right, step-hop left.



WALTZ (even 3/4 time). There are several variations of the waltz, all with the same basic pattern. The *Box Waltz* is done with the left foot going forward, the right foot sliding by the left and going to the right, the left foot closing to the right; the right foot going back, the left sliding by the right and to the left, the right foot closing to the left. (This forms a box on the floor.)



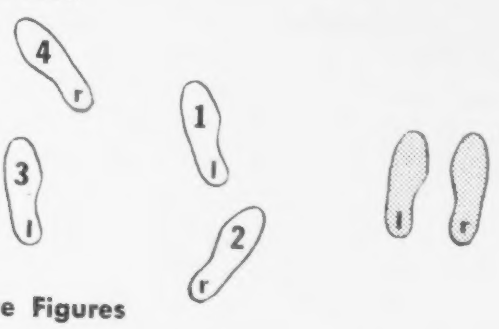
The *running Waltz* is the same pattern as the Box, but is straightened out so that dancers are going in a straight line. The left foot moves forward, the right foot slides by the left and goes diagonally forward, the left closes to the right; the right foot goes forward, the left slides by the right diagonally forward, the right closes to the left.



The *Waltz Balance* is done much the same as the Box, but is a rocking forward and back rather than forming a definite square or box on the floor. The left foot steps forward, the right is brought forward but no weight placed on it, and held; the right foot goes back, the left foot follows with no weight transfer, and held.

BLEKING. Variations of the basic step are used in folk dances other than the actual *Bleking*. The step is done by hopping on one foot while extending the other foot forward with the heel touching the floor. At the same time, the arm on the same side as the extended foot is thrust forward, or arms may be crossed and held shoulder high.

GRAPEVINE. Variations of this step are done in the *Varsouvienne, Glow Worm,* several Israeli dances, and many more round and folk dances. Basically, the step is done by swinging the right foot behind the left, stepping left of the left foot, swinging the right foot in front of left, and stepping left on the left foot.



Basic Square Dance Figures

SQUARE FORMATION. Couples are set in a square formation, and numbered CCW around the square. #1 have backs to the music, #2 to the right of #1, #3 across from #1, and #4 to the left of #1. Head couple is #1, "Head couples" are #1 and #3; "Side couples" are #2 and #4.

TERMS. With respect to the boy:

"Partner" is the girl on his right.
"Corner" is the girl on his left.
"Home" is his own starting place.
"Opposite lady" is the girl across from him.

SQUARE DANCE FIGURES

"Honor your partner" means to bow or curtsy to your partner.

"Allemande left" means to give left hand to left-hand person and walk halfway around them, to position of facing partner.

"Right and left grand" means to give right hand to partner, pass right shoulders, give left hand to next person, right to next, until meet partner. Boys go CCW, girls CW.

"Promenade" is walking side by side with your partner back to home position; usually move in CCW direction.

"Swing your corner" is either to do an elbow swing with a person, or with right sides together in a semi-closed position use the "Buzz step." (This is done by putting outside of right feet together and push selves around with the left feet.)

"Right and left through and back" means to face another couple, give the opposite person right hand, pass right shoulders, give left hand to partner who turns the girl around to face the other couple. Repeat to get back to home position, or continue on to the next couple.

"Dos-a-dos your partner (or corner)" means to face partner, pass right shoulders, go back to back, pass left shoulders and return to place (Never changing direction person is facing.)

"Ladies chain" means for one girl to give a right hand to another

SUGGESTED INITIATIO

Rhythms	Rhythms	
	Page	K
Ace of Diamonds	34	
Badger Gavotte	34	
Bingo	34	
Black Hawk Waltz	34	
Bleking	34	
Boston Two-Step	34	
Chimes of Dunkirk	35	
Cherkassiya	35	
Circle Schottische	43	
Come, Let Us Be Joyful	35	
Crested Hen	35	
Cshelbogar	35	
Dance of Greeting	35	x
Did You Ever See A Lassie	36	x
Dive for the Oyster	36	
Farmer in the Dell	36	x
Forward Six	36	
Gathering Peascods	37	
Gay Gordons	37	
Glow Worm	37	x
Go Round and Round the Village	37	
Grand March	38	
Green Sleeves	38	
Gustaf's Skoal	38	
Hansel and Gretel	39	
Heel and Toe Polka	39	
Hopp Mor Annika	39	

d to face the other couple. r continue on to the next

neans to face partner, pass ft shoulders and return to is facing.)

ve a right hand to another girl, pass right shoulders, give left hand to that girl's partner, and he turns her around to face center of square.

"Circle right (or left)" is for the number of persons called for to join hands and circle in the given direction.

DANCE STEP. In square dancing, the basic step is a shuffle step. More advanced dancers may use a two-step. Beginners may find it easiest to skip.

SUGGESTED INITIATION CHART

Rhythms

Page	Grade Level						
	K	1	2	3	4	5	6
34				x			
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Rhythms

Hora
Hot Time
Jolly is the Miller
Kinder Polka
Klappdans
Klumpakojis
La Raspa
Looby Loo
Lott 1st Todt
My Little Girl
Noriu Miego
Norwegian Mountain March
Oats, Peas, and Beans
Oh Johnny
Oh Susanna
Patty Cake Polka
Paw Paw Patch
Pop Goes the Weasel
Rye Waltz
Seven Jumps
Schottische, Variations
  Schottische, Circle
  Schottische, Horse and Buggy
  Schottische, Mixer
Shiboleth Basadeh
Shoemaker's Dance
Sicilian Tarantella
St. Bernard's Waltz
Tantoli
Ten Pretty Girls
Teton Mountain Stomp
Texas Star
Thread Follows the Needle
Troika
Turn Around Me
Varsouvienne
Virginia Reel
Yankee Doodle

Page	Grade Level K	1	2	3	4	5	6
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47					x		
47		x					

Ace of Diamonds

Double circle, boys on the inside, partners facing.

Clap hands, and extend right heel forward (count 1). Return to starting position of hands on hips (count 2). Hook right elbow with partner, walk around and back to place with six steps.

Repeat above figure, using left foot and left elbow.

6 quick *Bleking* steps, beginning with hop on left foot, right heel extended.

Repeat 6 Bleking steps.

8 *Polka* steps in shoulder-waist (peasant) position.

Badger Gavotte

Double Circle, boys on the inside, inside hands joined, facing CW.

Walk forward four steps, beginning with outside foot, face partner with hands joined, slide four steps in the same direction (CCW)

Repeat in the opposite direction.

In closed or open position, 8 slow *two-steps* starting with outside foot (boy's left, girl's right) in CCW direction.

Bingo

Double circle, boy on inside, faced CCW.

> A big black dog sat on the back porch,
> and Bingo was his name.
>
> *Repeat*
>
> B-I-N-G-O; B-I-N-G-O; B-I-N G O;
> and Bingo was his name.
> B——I——N——G——O

On the first two lines and the Repeat couples walk around the circle CCW.

On the next two lines, a single circle is formed, as dancers continue around CCW.

On the "B" of the last line, give right hand to partner, left hand to next person on "I", right to next on "N", left to next on "G", swing the next person who becomes partner for repeat of dance.

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Black Hawk Waltz

Partners in closed dance position.

Figure 1. Boy steps on left foot, swings right foot forward (girl goes back on right, swings left back). Boy steps back on right foot, swings left back (girl steps forward on left, swings right forward).

Figure 2. 2 Waltz steps

Repeat Figures 1 and 2 three more times.

Figure 3. Boy crosses left over right, right over left, left over right, step to the right, close with the left, and point right toe.

Repeat, starting with right foot. (Girl does the same, but goes behind rather than over, and is on the opposite foot.)

Repeat all of Figure 3.

Bleking

Single circle, partners facing with both hands joined; boys faced CCW, girls CW.

Hop on left foot, extending right heel and right arm. Change and hop on right, extending left heel and arm. Three quick changes in the same manner; left, right, left. Rhythm is slow, slow, quick, quick, quick.

Repeat beginning with right foot.

Repeat all of the above.

Partners extend joined hands sideways shoulder high, turning in place with a *Step-hop*. Arms move up and down like a windmill.

Turning down CW; boy begins on right foot, girl on left.

Boston Two-Step

Double circle, boys on the inside facing CCW, inside hands joined. 2 Two-steps, starting with the outside foot. 3 Walking steps forward and pivot to inside, half-turn to face CW.

Repeat above, facing CW, finish facing partner and join both hands.

2 Two-steps to boy's left, 2 slides to boys left. 4 Two-steps turning CW, ending in original position to repeat dance.

Chimes of Dunkirk

Single circle, partners facing, boys facing CCW, hands on own hips. All stamp 3 times; left, right, left.

Raise arms over head. All bend bodies to left and clap hands, bend to right and clap, bend left and clap.

Join hands with arms extended shoulder high, run in circle once around.

Run forward, Boys CCW, girls CW, and secure a new partner.

Cherkassiya

Single circle, no partners, facing center. This dance has a chorus and figures between starts with the chorus.

Chorus: Moving left; cross right foot over left, step on right; step left on left foot, cross right foot behind left, weight on right, step left on left.

Repeat 3 more times.

Figure 1. Move right, stepping on right foot, cross left behind right and bend knees.

Do 16 of these steps.

Chorus.

Figure 2. Face right, do 8 step-hops.

Chorus.

Figure 3. Move right by moving toes together to the right, then heels together to the right.

Repeat 7 more times.

Chorus.

Figure 4. Facing center, kick feet forward 16 times, alternating feet, and leaning back.

Chorus.

Figure 5. Facing center, kick feet backward 16 times, alternating feet, leaning forward.

Chorus.

Figure 6. Semi-crouch position, shuffle for 16 steps.

Chorus.

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times, alternating

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Come, Let Us Be Joyful

Sets of six, three facing three; sets in circle.

Advance three steps, bow or curtsy, step back to place, feet together on fourth count. *Repeat.* Center person turn right hand person by linking right elbows, using either step-hop or skip. Turn left hand person by linking left elbows.

Repeat with right-hand person and left-hand person.

Repeat walking forward, boy or curtsy, walk back.

On second walking steps, either the boy alone may pass on through to the next set, *or* entire group of three may pass through and begin to repeat entire dance with a new set of three.

Crested Hen

Sets of three; preferable 1 boy and 2 girls, hands joined.

8 step-hops CCW, 8 step-hops CW.

Girls only drop hands, forming a straight line. Girl on the left step-hops under the raised arms of girl on right and boy; girl on right step-hops under raised arms of girl on left of boy.

Repeat, finishing in circle formation to repeat from the beginning.

Cshebogar

Single circle, girls on boys' right, hands joined.

8 slides to the left, 8 slides to the right. 3 steps to the center and stamp; 3 steps back to place and stamp.

Repeat. Turn to face partner, join hands shoulder high and take 4 slow slides into the center of the circle and 4 back out to place.

Two slow slides to center, and return. Turn around partner twice by linking right elbows; finish facing center to repeat dance.

Dance of Greeting

Single circle, girls on boys' right, hands on hips, facing center.

Clap twice, turn toward partner, bow or curtsy.

Repeat claps, turn and face neighbor, bow or curtsy.

Stamp right foot, stamp left foot.

Turn around self with four steps.

Repeat all of the above figures.
Run 16 steps to the right. *Repeat* to the left.

Did You Ever See A Lassie?

Verse:

> Did you ever see a Lassie, a Lassie, a Lassie,
> Did you ever see a Lassie go this way and that,
> Go this way and that way, go this way and that way,
> Did you ever see a Lassie go this way and that?

Single circle, facing CW. A leader in the center.

As the first line is sung, all the children walk around the circle; on the second line, the leader demonstrates some action. On the third and fourth lines, all children imitate the leader. The leader then chooses a new leader, who performs a different action.

Dive for the Oyster

Square dance formation.

"First couple balance and swing." The first couple balance, join hands and swing once around.

"Lead out to the right of the ring, and four hands up and half around." The first couple go to the second couple, join hands and circle half around, until couple 1 facing the center of the circle.

"Dive for the Oyster." Second couple form an arch, first couple duck under the back.

"Dive for the Sardine, and take a Full Can." Second couple form another arch, first couple ducks under and continue on to the third couple.

Repeat the same pattern with third and fourth couples.

"Everybody swing. Allemand left, Grand right and left, Meet your partner and Promenade home."

When the first couple reaches home, all partners swing. Then give left hand to corner, walk around corner, meet partner with right hand and continue walking forward around the circle, alternating hands as they meet others (boys go CCW, girls CW.) Meet partner, and going CCW return to home position.

Farmer in the Dell

Verse:

The farmer in the dell, the farmer in the dell
Heigh-O the dairy-O, the farmer in the dell.
2. The farmer takes a wife.
3. The wife takes a child.
4. The child takes a nurse.
5. The nurse takes a dog.
6. The dog takes a cat.
7. The cat takes a rat.
8. The rat takes the cheese.
9. The cheese stands alone.

Single circle, facing center, "farmer" in the center.

Circle players walk to the left as the farmer is choosing a wife. During the second verse, the farmer and the wife walk to the right, as the wife is choosing the child. This continues until the last verse; on this verse all those in the center return to the large outside circle, as the cheese remains to become the farmer for the next time through the game.

Forward Six

Square dance formation.

Introduction

"Honor your partner and the lady by your side." Bow to partner and the corner lady.

"All join hands and you circle the ring." Join hands and go CW around the circle.

"Break, and swing and promenade home." Drop hands, swing partner, and walk home.

Figure

"First couple out to the couple on the right." Circle four, leave that girl, go on to the next. #1 couple go to the second couple, join hands, circle once around, # 1 boy leaves partner with #2 couple (who form a line facing center).

"Circle three, take that girl on to the next." #1 boy goes to #3 couple, circle once, and take #3 girl with him to #4 couple.

"Circle four, leave that gal and go home alone." Circle once around with #4 couple, leave #3 girl there (these three form a straight line facing center), and go home.

"Forward six, and fall back six,
Forward two, and fall back two,
Forward six, and pass through
Forward two, and pass through," *Repeat.*

Lines of three walk toward each other, bow or curtsy, walk back. Boys #1 and #3 do the same. Lines of three walk toward each other, pass right shoulders, and walk to opposite positions, turning to face center. Two boys do the same. *Repeat.*

"Swing your corner like swinging on a gate,
Swing your partner, if you're not late,
Now allemande left with your left hand,
Right to your partner and right and left grand.
Promenade eight when you come straight."

Swing the corner lady, your partner, give left hand to corner, go around them, right hand to partner and continue alternating hands to dancers met; meet partner, put her on right, and walk home.

Gathering Peascods

Single circle, facing center, girl on boy's right, hands joined.

Figure 1. 8 slides to the left, drop hands, turn once around self with 4 quick steps. *Repeat* to the right.

Figure 2. Boys form inner circle, 12 slides to the left, 12 right and return to place. Girls *repeat.*

Figure 3. Boys go to center with 4 walking steps, clap, and return. As the boys are returning, the girls start forward with 4 walking steps, clap and return. Boys start in to the center as the girls return, and then return by turning around self with 4 quick steps. *Repeat* entire figure.

Figure 4. Facing partners, with 4 running steps, pass partner's left side, on last 2 steps do a half-turn to face partner again. *Repeat* passing right shoulders. *Repeat* entire figure.

Figure 5. *Repeat* Figure 2, with girls going first.

Figure 6. *Repeat* Figure 3, girls going first.

Figure 7. Give partner right arm, go around with 8 running steps, drop hands, turn around self with 4 steps. *Repeat,* going left.

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Figure 8. *Repeat* Figure 2, boys going first.

Figure 9. *Repeat* Figure 3, boys going first on first half, girls going first on second half.

Gay Gordons

Varsouvienne position, facing CCW, boys on the inside.

Figure 1. Walk 2 steps forward, starting on the left foot; pivot right on the fourth step without releasing hands (boys remain on inside of circle.) Walk 4 steps backwards, starting on the left foot. (Continue moving in CCW direction.) *Repeat,* beginning with left foot, and moving in CW direction.

Figure 2. 4 two-steps; girl turning twice under the boy's right arm as boy moves forward.

Figure 3. 4 two-steps; closed or open position; finish facing CCW direction.

Glow Worm

Double circle, boys on inside, joined hands.

Figure 1. Starting on outside foot, take 3 steps and point with inside foot. *Repeat* 3 more times, starting with alternate feet.

Figure 2. Face partner; boy steps left on left, swing right foot behind left and step, step left, point with right. *Repeat,* starting with right foot. (Girl does the same steps, starting on right.)

Figure 3. Partners change places by the girl swinging under the boy's right hand in which he holds the girl's right hand. Use the step from Figure 2. Then girl comes back to original position with the grapevine step. Repeat.

Figure 4. Closed position or open; take 4 two-steps around the circle CCW.

Go Round and Round the Village

Verse:

Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before.

2. Go in and out the windows, etc.

3. Now stand and face your partner, etc.

4. Now follow me to London, etc.

Single circle with one or more extra players outside the circle.

Skipping, the circle players go to the right, outside circle players to the left on the first verse. On the second verse, circle players stop, and raise arms to form windows; outside players skip in and out of the circle, finishing in the center of the circle. On the third verse, the extra players choose a partner by standing in front of them. On the fourth verse, the extra players and new partners skip to the left on the inside of the circle, with circle players skipping to the right. Continue playing until all circle players are chosen by extras.

Grand March

Girls on one side of room, facing the end; boys on the other side of the room, facing the end. Caller stands at the other end of the room; this is the head.

Figure 1. "Down the center by two's." Lines walk forward to the end of the room, turning the corner, and meeting in the center, then march with partner to the head of the room.

Figure 2. "Two's left and right." First, third, fifth, etc., couples go to the left, second, fourth, sixth, etc., couples go to the right and down to the end.

Figure 3. "Down the center by four's." Couples walk down the center by fours. When they approach the caller—

Figure 4. "Separate by two's." Odd couples go left, even couples right, meeting at the foot of the room.

Figure 5. "Form arches." Odd couples form arches, even couples pass through, along the sides of the room to meet at the head.

Figure 6. "Other couples arch." Even couples form arches, odd couples pass under, continuing around the sides of the room to the foot.

Figure 7. "Over and under." The first odd couple arches over the first even couple, then duck under the second even couple's arch. Each couple goes over the first couple and under the next, around to the head of the room.

Figure 8. "Pass right through." As the lines meet, they pass

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through with the girl going between the couples. Continue to the foot of the room.

Figure 9. "Down the center by four's." Down the center four abreast.

Figure 10. "Four's left and right." First group of four go left, second group right; continue with odd groups going left, even groups going right, meet at the foot of the room.

Figure 11. "Down the center by eight." Eight abreast down the center.

Figure 12. "Grapevine." All dancers join hands in each line; Caller takes either end of the line and leads them around the side of the room.

Figure 13. "Wind it up." Leader winds up the line in a spiral, making the circles smaller and smaller until he is in the center.

Figure 14. "Reverse." Leader turns and faces opposite direction and unwinds the line, leading the line around the room.

Figure 15. "Everybody swing." After the line is unwound, everybody swings.

Green Sleeves

Couples #1 and #2, facing CCW around the circle.

Figure 1. 16 walking steps around the circle.

Figure 2. #1 couple turn to face #2, join right hands in the center and walk around eight steps. Reverse and walk around to the left for eight steps.

Figure 3. #1 couple face front (CCW), #2 form an arch with inside hands. #1 backs under the arch, immediately forming an arch for #2 to back under. *Repeat* all of Figure 3.

Gustaf's Skoal

Square dance formation.

Figure 1. Head couples walk forward to the center of the square, and either bow and curtsy or raise right arm and shout "skoal." Side couples repeat. *Repeat* this figure. (Slow music).

Figure 2. Side couples raise joined inside hands to form an arch. Head couples walk to the center, join hands with the opposite dancer and face outwards, and skip through the arches formed

by the side couples and back to their beginning positions. Head couples then form arches, side couples to the center, meet opposites, and go through arches and back to starting position. Repeat. (Fast music).

Hansel and Gretel

Double circle, partners facing, boys on the inside.

Figure 1. Boys and girls bow and curtsy, take two measures of music. Join hands, right to right, left to left, take two measures. Extend right heel forward, then left (Bleking). Leaning away from partner, turn in a small circle CCW with 7 running steps.

Figure 2. 16 skips with partner CCW.

Figure 3. Face partner, hands on hips, take one measure of music. Stamp right, left, right. Stand facing partner for one measure. Clap hands three times. Join hands, crossed position, jump extending right foot, then left foot, (Bleking). Turn with partner in small circle with 7 running steps.

Heel and Toe Polka

Double circle, boys on the inside, hands joined or boy's right arm around girl's waist.

Figure 1. Touch outside heel forward, bending backward slightly. Touch outside toe backward, bending slightly forward. Take 3 running steps forward.

Repeat, starting with inside foot.

Repeat Figure once more.

Figure 2. 8 polka steps in either open position or closed position.

Hopp Mor Annika

Double circle, boys on the inside, facing CCW.

Figure 1. Walk forward 16 steps.

Figure 2. Skip forward 16 steps.

Figure 3. Stamp with right foot and clap partner's right hand. Clap own hands. Stamp left foot and clap partner's left. Clap own hands. *Repeat* 7 times, finish facing CCW.

Figure 3. With inside hands joined, 8 polka steps around in

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Hora

Single circle, no partners, hands may be on each other's shoulders.

OLD VERSION. Step left on left foot, cross right foot behind the left with weight going to right foot. Step left on left, hop on left, swinging right foot forward. Step-hop on right, swinging left foot forward. *Repeat* continually, moving left through the dance. (Music changes speed.)

NEW VERSION. Turn slightly left, take 2 steps forward (CW) left, right. Jump on both feet. Hop on left foot, swinging right foot forward. Take 3 quick steps in place; right, left, right. *Repeat* continually moving to the left.

Hot Time

Square Dance formation

INTRODUCTION

"All join hands and circle left the ring
Stop where you are and everybody swing,
Promenade that girl all around the ring,
There'll be a hot time in the old town tonite."

FIGURE

"First couple out and circle four hands 'round." Couple #1 out to the right and circle with Couple #2.

"Pick up two and circle six around." #1 boy drops hands with #2 girl, circle with Couple #4.

"There'll be a hot time in the old town tonight." Continue circling till in home position.

"Allemande left with the lady on the left." Left hand to corner and once around corner.

"Allemande right with the lady on the right." Pass partner, give right hand to lady on the right.

"Allemande left with the lady on the left." Left hand to corner, and once around corner.

"And a grand old right and left around the town." Right hand to partner, and continue on around the circle, alternating hands with dancers; boys go CCW, girls CW.

"When you meet your honey, it's dos-a-dos." Meet partner, pass right shoulders, back to back, pass left shoulders while stepping back to face partner.

"Take her in your arms and swing her round and round." Swing with partner.

Promenade home, you promenade the town.

There'll be a hot time in the old town tonight. All walk to home place. *Repeat* three times, with the 2nd, 3rd, and 4th couples leading out.

FINALE

"All join hands and circle left the floor,
Swing her 'round and 'round, just like you did before,
Because that's all, there isn't anymore.
There'll be a hot time in the old town tonight."

Jolly Is The Miller

Double circle, partners with inside hands joined; extra player in the center as the Miller.

Verse:

"Jolly is the Miller who lives by the mill;
The wheel goes round with a right good will.
One hand on the hopper, the other on the sack,
The right steps forward and the left steps back."

Children walk around the circle on the first line of the verse. On the second line, the outside arm goes in a circle to form a wheel. On the third line, children drop hands and place right hand forward, left hand back. On the fourth line, the child on the outside steps forward to claim a new partner; the child on the inside steps back to claim a new partner. The Miller in the center, on the last line, steps beside any one of the players; the player left without a partner becomes the new Miller.

Kinderpolka (Children's Polka)

Single circle, girl on boy's right. (Polka step is not used.)

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shoulder height.

Figure 1. Walk
toward partner

Figure 2. Face
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La Raspa

Partners facing, i

Figure 1. 2 step-draws to the center; 3 quick stamps. 2 step-draws back; 3 quick stamps. *Repeat.*

Figure 2. Clap thighs, then hands once; clap partners' hands quickly three times. *Repeat.*

Figure 3. Extend right foot, place right elbow in left hand, shake finger at partner 3 times. *Repeat* with left.

Figure 4. Turn around self once with 4 running steps. Face partner and stamp 3 times.

Klappdans (Clap Dance)

Double circle, facing CCW, boys on inside, inside hands joined.

Figure 1. 8 polka steps forward, both starting with outside foot.

Figure 2. 4 "heel and toe" polka steps (heel touches floor in front, body leans back; toe touches floor behind, body leans forward).

Figure 3. Face partner, bow, clap own hands 3 times. Clap partner's right hands, clap own, clap partner's left hand, clap own. Clap partner's right-hand, turning to own left once around self. Stamp three times. *Repeat* Figure 3.

Klumpakojis (Wooden Shoes)

Double circle, facing CCW, boys on inside, inside hands joined at shoulder height.

Figure 1. Walk forward 8 steps, starting with outside foot; turn toward partner on 8th step and face CW. *Repeat.*

Figure 2. Face partner, join both hands and walk around partner for 8 steps. *Repeat* in opposite direction.

Figure 3. Face partner, hands on hips, and hold for four counts. Stamp right, left, right. Hold for four counts. Clap own hands three times and hold for one count. Shake right forefinger at partner three times; *repeat* with left forefinger. Girl does a turn to her left; boy drops to squat position. Boy returns to standing, while girl stands in place. *Repeat* all of Figure 3.

Figure 4. In varsouvienne position, 16 polka steps or two-steps around circle CCW.

La Raspa

Partners facing, hands joined.

Figure 1. A series of 3 Bleking steps, repeated 4 times through. Start with right foot; right, left, right: next start with left, right, left.

Figure 2. Link right elbows, turn around partner with 8 running steps. Change to left elbows, turn with 8 running steps. *Repeat.*

Variation: A change in starting position. Rather than facing partner, stand with left shoulder to partner's left shoulder. Do one series of Bleking steps; then change position to right sides together, do series of Bleking steps and change to left sides together. *Repeat.*

Looby Loo

Chorus:

"Here we go Looby loo,
Here we go looby light,
Here we go looby loo,
All on a Saturday night."

Verses:

1. "I put my right hand in,
   I take my right hand out,
   I give my hand a shake,
   shake, shake, and turn myself about."
2. Left hand
3. Right foot
4. Left foot
5. Head
6. Whole self

Single circle, facing CW for Chorus, music begins with Chorus; children skip around circle, on Verses, children follow actions of words.

Lott Ist Todt (Lottie Is Dead)

Single circle, partners facing, boys and girls alternating. Hands joined, shoulder high, arms extended to sides.

Figure 1. (Slow music). 4 steps toward the center of the circle; bending the body with each step, arms moving up and down with each step.

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Figure 2. 7 quick slides to the outside of the circle, finishing with a jump.

Repeat Figures 1 and 2.

Figure 3. 8 Polka steps, turning with each step.

My Little Girl

Square dance formation.

"First couple promenade the outside, around the outside of the ring." Couple #1 walks around the outside of the ring; as they pass each couple, that couple turn once around with boy going backward, girl going forward.

"Head ladies chain right down the center and they chain right back again." Girls #1 and #3 give right hand to each other, left hand to opposite boy, he turns the girl to face center of set.

"Ladies chain the right hand couple and they chain right back again." Girl #1 face girl #2, girl #3 face girl #4; chain with them, and then chain back.

"Ladies chain the left hand couple and they chain right back again." #1 face girl #4, Girl #3 face girl #2; chain with them and chain back.

"Now it's all the way around your left hand lady, Oh Boy, What a baby." Walk around the corner girl.

See saw your pretty little taw, prettiest girl I ever saw." Go once around partner and back to own position.

"Allemande with your left hand, a right to your honey and a right and left grand."

Allemande left with corner girl, right hand to partner, continue on around the circle, boys CCW, girls CW.

"Deedle—I, Deedle—I, Deedle—I, Do, You meet your gal and promenade." Meet partner, go CCW around circle to home position.

"And listen while I roar, you swing your honey till she feels funny, she's the gal that you adore." After finishing promenade, swing partner.

Call is repeated 3 times with Couples #2, #3, and #4 leading out around the circle.

Noriu Miego

Two couples form a small square.

Figure 1. Bleking step used. 2 slow steps, 3 quick, starting with right foot forward: right, left, right, left, right.

Repeat, starting with left foot.

Figure 2. Clap own hands twice, all place right hands in center, take 6 walking steps CW.

Repeat Claps, left hands in center, walk 6 steps CCW.

Norwegian Mountain March

All facing same direction, sets of three, boy standing in front of two girls, or one girl in front of two boys. Back two persons with inside hands joined; outside hands joined to front person. (Basic step is a fast waltz run; hands are joined throughout dance.)

Figure 1. Waltz run for 16 measures.

Figure 2 Boy moves backward under girls' raised arms, taking 2 measures.

Girl on the boy's left takes 6 steps to cross in front of the boy and go under his raised right arm. Girl on the boy's right turns under the boy's right arm with 6 steps. Boy turns under his own right arm. Dancers should be in original positions.

Repeat all of Figure 2, girl on the right going first.

Oats, Peas and Beans

Verse:

1. Oats, peas, beans and barley grow,
   Oats, peas, beans, and barley grow.
   Can you or I or anyone know,
   How oats, peas, beans, and barley grow?
2. Thus the farmer sows his seed,
   Thus he stands and takes his ease;
   He stamps his foot and claps his hands
   And turns around to view the land.
3. Waiting for a partner,
   Waiting for a partner
   Open the ring and choose one in.
   While we all gaily dance and sing.

4. Now yo
   You mu
   You mu
   And ke

Single circle, faci

On Verse 1, ci
words, Verse 3,
skip around circ

Oh Johnny

Square dance fo

"All join hands
circle to the left

"Stop where yo

"Now you swin

"Now you swing
Swing partner.

"Allemande left
around her to f

"Do-si-do your
to-back, left sho

"Then you all
Oh, Johnny, O
partner and wal

Oh Susanna

Single circle, gi

Figure 1. 8 sli

Figure 2. 4 sk

Figure 3. Part
right shoulders.
left until music
held.

Patty Cake Pol

Double circle,

4. Now you're married, you must obey,
You must be true in all you say
You must be kind, you must be good
And keep your wife in kindling wood.

Single circle, facing CW, Farmer in middle

On Verse 1, circle walks around farmer. On Verse 2, imitate words, Verse 3, Farmer chooses a partner, Verse 4, all children skip around circle CW. Repeat as many times as desired.

Oh Johnny

Square dance formation, or large circle.

"All join hands and you circle the ring." Join hands and eight circle to the left.

"Stop where you are give your honey a swing." Swing partner.

"Now you swing that girl behind you." Swing the corner girl.

"Now you swing your own if you have found that she's not flown." Swing partner.

"Allemande left with the corner gal." Left hand to corner, waltz around her to face partner.

"Do-si-do your own." Pass right shoulders with partner, back-to-back, left shoulders pass.

"Then you all promenade with the sweet corner maid, singing Oh, Johnny, Oh, Johnny, Oh." Take the corner girl as your new partner and walk CCW around the ring to boy's home position.

Oh Susanna

Single circle, girl on boy's right, all hands joined.

Figure 1. 8 slides to the left. *Repeat* to the right.

Figure 2. 4 skips into the center of the circle and 4 skips back.

Figure 3. Partners face, give right hands to each other, pass right shoulders, give left hand to next person; continue right and left until music changes. New partner is person whose hand is held.

Patty Cake Polka

Double circle, facing partner, boys on the inside.

Figure 1. Do a "heel and toe" CCW, with boy's left foot, girl's right; 4 slides to the boy's left. *Repeat,* with the opposite foot and moving CW.

Figure 2. Clap partner's right hand 3 times, left hand 3 times, own hands 3 times, and thighs 3 times.

Figure 3. Link right elbows and go twice around partner.

Variation for Figure 3: go around partner only once, move to own left and get a new partner.

Paw Paw Patch

Sets of 4-8 couples, boys in one line, girls in another line on the boys' right, all faced forward.
Verses:

1. Where, oh where is sweet little Nellie
   (repeat 2 more times)
   Way down yonder in the paw paw patch.
2. Come, on boys, let's go find her, etc.
3. Pickin' up paw paw, puttin' in a basket, etc.

On Verse 1, the head girl turns to her right and skips around the entire group back to her place.

On Verse 2, first girl beckons the line of boys to follow her; they do so all around the group and back to place.

On Verse 3, partners join hands and go to the right; first couple stop at the bottom of the set, form an arch, other couples go through to the head of the set ready to start again.

Pop Goes The Weasel

Double circle, two couples facing, #1s CCW, #2s CW, inside hands joined.

Figure 1. Walk forward 3 steps, bow or curtsy, walk back. Walk forward, join hands, and circle left once around. On last line of music, #1 couple goes under arch formed by Couple #2, meet new couple to continue dance. Change after couples are back to beginning couple, and have Couple #2s go under arch formed by Couple #1.

left foot, girl's
pposite foot and

hand 3 times,

artner.
once, move to

ther line on the

etc.
kips around the

follow her; they

ght; first couple
ther couples go
n.

#2s CW, inside

walk back. Walk
On last line of
le #2, meet new
are back to be-
arch formed by

Rye Waltz

Double circle, boys' backs to the inside of the circle. Directions are for the boy, girl use opposite feet.

Figure 1. Point left toe to side (count 1), return to instep of right (count 2). *Repeat.*

Figure 2. 3 slides to the boy's left and dip. The dip is made by placing the right toe behind the left foot.

Repeat Figures 1 and 2, using right foot and moving right.

Figure 3. Waltz for 16 measures, turning CW. May use Bow Waltz or Running Waltz.

Schottische Variations

Circle Schottische

Single circle, girl on boy's right, partners' hands joined.

Figure 1. One schottische step to the right, one schottische step to the left, and 4 step-hops in place.

Repeat.

Figure 2. Partners face, start with right foot, take 3 steps to walk around each other, and clap hands. Repeat, going the other direction.

Horse and Buggy Schottische

Two couples, faced CCW, #1 in front of #2, join inside hands with partner, outside hands with person in front.

Figure 1. Two Schottische steps forward; right, left, right, hop; left, right, left, hop.

Figure 2. Either of the following figures, or a combination of the two.

a. On the step-hops, the head couple drop hands and step-hop to the outside, around the second couple and join hands behind them.

b. Head couple back under arch formed by second couple without dropping hands; second couple untwist by turning away from each other, becoming head couple.

Mixer Schottische

Double circle, boys on the inside, hands joined, faced CCW.

Figure 1. Complete schottische step forward. Start on the outside foot, step, step, step, step, hop; inside foot; step, step, step, hop; 4 step-hops.

Figure 2. Repeat Figure 1, except that on the step-hops, girl makes a small circle to the outside staying in place, while the boy does step-hops to the outside to make a slightly larger circcle and goes to the girl behind him.

Seven Jumps

Single circle, no partners, faced CW.

Figure 1. 7 step-hops to the left, 7 step-hops to the right.

Figure 2. Face center, lift right foot, face CW.

Repeat Figure 1.

Figure 3. Face center, lift right foot, lift left foot.

Repeat Figure 1.

Figure 4. Face center, lift right foot, lift left, go down on right knee, stand.

Repeat Figure 1.

Figure 5. Face center, lift right foot, lift left foot, down on right knee, down on left knee, stand.

Repeat Figure 1.

Figure 6. Face center, lift right foot, lift left foot, down on right knee, down on left knee, down on right elbow, stand.

Repeat Figure 1.

Figure 7. Face center, lift right foot, lift left foot, down on right knee, down on left knee, down on right elbow, down on left elbow, stand.

Repeat Figure 1.

Figure 8. Face center, lift right foot, lift left foot, down on right knee, down on left knee, down on right elbow, down on left elbow, down on forehand, stand.

Repeat Figure 1.

(Some of the notes of music are long, some short; actions are held as long as the music is held.)

l, faced CCW.
l. Start on the
side foot; step,

the step-hops,
in place, while
make a slightly

right.

down on right

down on right

down on right
nd.

down on right
on left elbow,

down on right
on left elbow,

ctions are held

Shibboleth Basadeh

Single circle, no partners, arms on each other's shoulders, facing center.

Figure 1. Move slowly to the right with 3 slides and a step-hop. *Repeat* to the left. *Repeat* Figure 1.

Figure 2. Face CCW and take 2 step-hops forward, 2 step-hops backwards, turning CW on last hop. *Repeat* Figure 2, moving CW, turn on last hop to face center.

Figure 3. 2 "giant" step-hops into the center, raising hands upward. 4 small step-hops back to original circle, lowering hands.

Shoemaker's Dance

Double circle, partners facing, boys on inside.

Verse:

"See the cobbler wind his thread,
Snip, snap, tap, tap, tap.
That's the way he earns his bread
Snip, snap, tap, tap, tap."

Chorus:

"So the cobbler blithe and gay,
Works from morn to close of day,
At his shoes he pegs away,
Whistles cheerily his lay."

Line 1; children roll forearms over each other 3 times one way, 3 times the other.

Line 2; fingers form a scissors and make 2 cuts. Then, with fists, hammer 3 times one fist on top of the other.

Repeat all actions, except clap 3 times rather than hammering fist. Chorus: Partners join hands, skip around the circle CW.

Sicilian Tarantella

Two couples to a set, boys side by side facing partners. Number dancers #1 and #2, with #1s diagonally across.

Figure 1. Facing partner, take a step-hop on right foot, clapping own hands. Repeat step-hop on left foot. Take 4 running steps in place, starting on right foot, snapping fingers over head.

Repeat 3 more times.

Figure 2. Run toward partner with 4 quick, small steps, snapping fingers and raising arms. Return to place with 4 running steps, snapping fingers and lowering arms. Repeat 3 more times.

Figure 3. #1s hook right elbows and skip around 8 steps. #2s *repeat.* #1s hook left elbows and skip around 8 steps. #2s *repeat.* #1s "do-si-do," passing right shoulders. #2s *repeat.* #1s "do-si-do," passing left shoulders.

Figure 4. Face CCW, skip 8 steps around, about face and skip 8 steps CW. Face CCW, form left hand "star," skip 8 steps. Face CW, form right hand "star," skip 8 steps.

St. Bernard's Waltz

Partners facing, boy on the inside.

Figure 1. 2 step-draws or slides to boy's right, girl's left. 1 step-draw or slide and 2 stamps in same direction. 2 step-draws to boy's right, girl's left.

Figure 2. 2 walking steps back for boy, forward for girl. 2 walking steps, forward for boy, backward for girl.

Figure 3. 2 waltz steps, girl turning under boy's right arm. 4 waltz steps turning CW, progressing CCW around the circle.

Tantoli

Double circle, boys on the inside, facing CCW.

Figure 1. Begin with outside foot, take 2 step-hops forward, face partner and 2 step-hops in place. *Repeat* 3 more times.

Figure 2. Facing CCW, take 1 schottische step forward and one back (step, step, step, hop). Couples turn to the right with 4 step-hops once around. *Repeat* once.

Figure 3. Heel and toe, followed by 3 steps forward. *Repeat.*

Figure 4. 16 step-hops CCW.

Figure 5. 4 step-draws to boy's left, girl's right, stamp on 4th slide. *Repeat* to the left. *Repeat* all of Figure 5.

Figure 6. *Repeat* Figure 4.

Figure 7. Both facing CCW, schottische step forward and back. Brush outside foot forward, back, and tap 3 times with outside foot.

ick, small steps, snapping
ce with 4 running steps,
peat 3 more times.

kip around 8 steps. #2s
p around 8 steps. #2s
ulders. #2s *repeat.* #1s

nd, about face and skip
"star," skip 8 steps. Face
s.

right, girl's left. 1 step-
rection. 2 step-draws to

forward for girl. 2 walk-
girl.

nder boy's right arm. 4
V around the circle.

CCW.

step-hops forward, face
3 more times.

he step forward and one
n to the right with 4 step-

eps forward. *Repeat.*

irl's right, stamp on 4th
igure 5.

step forward and back.
3 times with outside foot.

Repeat.

Figure 8. *Repeat* Figure 4.

Ten Pretty Girls

Lines of 4-6, no partners.

Figure 1. Starting with right foot, place right toe forward and pause; right toe to side and pause. Take 3 steps, moving left, by stepping on right foot behind left, step on left, step right beside left, leaving left foot free. *Repeat* with left foot first, moving right.

Figure 2. Move forward, strutting 4 steps, beginning with right foot. Kick right foot forward, leaning back; kick right foot back, leaning forward. 3 light stamps in place; right, left, right.

Repeat entire dance, beginning with left foot, moving right.

Teton Mountain Stomp

Double circle, partners facing, boys on inside. Directions for boys, girls use opposite foot.

Figure 1. Step left, close right, step left, stamp right. *Repeat,* beginning with right foot.

Figure 2. Step left, stamp right, step right, stamp left.

Figure 3. Both face CCW, join inside hands, take 4 steps. On the last step, boy turns to face CW.

Figure 4. Both walk 4 steps CCW (boy is moving backwards), both turning on last step to face opposite direction.

Figure 5. Both walk 4 steps forward, (boy CCW, girl CW) skip one person and meet the next for a new partner.

Figure 6. Both face CCW with hands joined; take 2 two-steps and 4 walking steps forward, beginning with outside foot.

Texas Star

Square dance formation. This is a mixer; boy always returns to his own "home."

INTRODUCTION

"Bow to your partner, bow to your corner. All join hands and circle to the right, You're all going wrong, go back the other way, Allemande left to your corner, right to your partner for a right and left grand. Meet your partner and promenade home."

Honor partner, then corner. Join hands and circle to the right, stop, circle to the left. Left hand to corner, walk around, meet partner with right hand, continue around circle, alternating hands, meet partner, and take her home.

FIGURE

"Ladies to the center and back to the bar." All four girls walk into the center, clap, and return to home position.

"Gents to the center with a right-hand star, star by the right as you go round." All four boys go to the center, form a star by joining right hands and walk CW.

"Right hand out, put your left hand in and the other way back and you're going again." Boys put left hands into form star and walk CCW.

"Pass your partner and pick up the next with a right arm round her waist." Pass by partner, get the next girl with a right arm going around her waist.

"Gents back out with a double old turn, ladies in with a right hand cross." Boys back out of the circle, ladies form a right hand star.

"Swing this gal, put her on your right and promenade." Girls drop hands, swing with this boy as new partner, and walk to boy's home position.

Repeat 3 more times, until beginning partners are together again.

Thread Follows the Needle

Single lines of 6-8, hands joined.

Verse:

"The thread follows the needle,
The thread follows the needle,
In and out the needle goes,
As Mother mends the children's clothes."

Child at head of line is the "Needle," child at foot of line the "Knot," children in between the "Thread." The "Knot" remains stationary. The "Needle" leads the "Thread" down between the

"Knot" and the next person; this person turns around to face opposite direction with arms folded across the chest. "Needle" continues to lead line through each person until all except "Knot" and "Needle" are facing opposite direction. To unravel children raise arms and turn under their own arms.

Troika

Sets of three, "coachman" and "ponies" facing CW, "pony" on right of "coachman" closest to inside of circle.

Figure 1. Joining hands and standing close, take 16 running steps forward, starting on right foot.

Figure 2. Left "pony", still holding "coachman's" hand, takes 16 steps to go around the "coachman" and other "pony" and back to place.

Figure 3. "Ponies" join hands to form circle, take 14 steps to the left, and 2 stamps.

Figure 4. 8 running steps to the right.

Figure 5. "Ponies" raise their joined hands to form an arch, and "coachman" go through on to the next set to repeat the dance.

Turn Around Me

Double circle, boys on the inside, partners facing.

Figure 1. Partners turn around each other with right elbows linked for 6 steps; stamp on right foot. Repeat with left elbows; stamp on left foot.

Figure 2. Partners join right hands high over heads, boy turns girl once around under her own arm. Repeat with girl turning boy under his arm.

Figure 3. Hook right elbows and turn once.

Figure 4. *Repeat* Figure 2.

Figure 5. Swing girl with pivot step.

Varsouvienne

Partners in varsouvienne position.

Figure 1. Bring left foot over right instep, then step forward on left, close right foot to left, taking weight on right. *Repeat.*

Figure 2. Cross left foot over right instep, swing left behind the right foot taking a step. Step with the right foot to the right (behind partner), step forward with the left, alongside partner), and point right toe forward. Girl does the same steps in place moving only slightly left. Still in varsouvienne position.

Repeat, beginning with the right foot.

Figure 3. Cross left over right, step on left, step right, step left, point right toe. (Left hands held, boy does steps in place, girl rolls out to left away from boy.) *Repeat*, starting with right foot (girl turns under boy's lifted arm back to varsouvienne position). *Repeat* all of Figure 3.

Virginia Reel

6-8 couples in a set, boys in one line, girls opposite; boy on the left of the line, and his partner are the head couple.

"Forward and Back." Lines skip forward, bow or curtsy, skip back to place.

"Right hands 'round." Join right hands with partner, go once around, and back to place.

"Left hands 'round." Join left hands, with partner, go once around, and back to place.

"Both hands 'round." Join both hands, go once around, and back to place.

"Do-si-do your partner." Pass partner by right shoulder, back to back, left shoulders and back to place.

"Head couple sashay down, sashay back." Head couple meet in the center, join hands, and slide down to the end of the line and slide back.

"Head couple reel the set." Head couple link right elbows, go one and a half times around each other, give left elbow to opposite

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artner, go once

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of the line and

right elbows, go
lbow to opposite

second in line, go around them. Back to the center to partner with right elbow, swing on to next in line with left elbow swing. Continue to the end of the line, meet partner, go one and a half times around, slide back to head of own line.

"Everybody march." Everybody faces head of line as the head couple turns out away from each other and lead their line to the foot. The head couple forms an arch, other couples go through; a new head couple is then ready to repeat the reel.

Yankee Doodle

Verse:

"Yankee Doodle came to town
Riding on a pony,
Stuck a feather in his hat
And called it macaroni."

Chorus:

"Yankee Doodle keep it up,
Yankee Doodle dandy;
Mind the music and the step
And with the girls be handy."

Sets of three with hands joined to form a line facing CCW, circle formation.

Figure 1. On the verse, the children march around the circle, swinging arms.

Figure 2. On the chorus, the center person takes the right hand child with a right elbow swing and goes once around them. Takes left hand child by left elbow and goes once around. Then moves forward to become the center of the set in front.

SUGGESTED INITIATION CHART

Games

Games	Page	Grade Level K	1	2	3	4	5	6	listening	imitating	running	dodging	throwing	catching	locomotor skills
I. **Low Organized Games**															
Back to Back	55								x						x
Ball Pass	55					x							x	x	
Black and White	57			x							x	x			
Bombardment	55					x					x	x			
Bronco Tag	56				x						x	x			
Brownies and Elves	57		x								x	x			
Call Ball	56	x											x	x	
Cat and Mice	56		x								x	x			
Cat and Rat	56			x							x				
Chain Tag	62			x							x				
Charlie Over the Water	56		x								x				
Circle Chase	56				x						x				
Circle Race	56			x							x				
Circle Master	56	x								x					
Club Snatch	57				x						x				
Cowboys and Indians	57		x								x				
Crows and Cranes	57			x							x				
Cut the Cake	57	x	x								x				
Deer and Hunter	59		x								x	x			
Do As I Do	57	x								x					
Dodge Ball	57	x	x	x	x						x	x	x		
Duck, Duck, Goose	58	x	x								x				
Exchange Tag	58			x							x	x			
Farmyard Chase	58		x								x				
Farmyard Run	58		x								x				
Find a Number	58	x							x		x				
Fire on the Mountain	58			x							x				
Fish Net	62				x						x	x			
Flowers and Wind	57		x								x	x			
Flying Dutchman	57		x								x				
Fly Trap	59		x									x			
Fox and Squirrel	59		x								x	x			
Frog in the Sea	59			x					x		x				
Good Morning	57	x									x				
Guard the Pin	59				x									x	
Hand Slap Chase	59			x							x				
Hill Dill	59			x							x				
Hook On	59			x							x	x			

Games	Page	Grade Level					
		K	1	2	3	4	5
I. **Low Organized Games** (continued)							
Hound and Hare	59		x				
In the Creek	59			x			
Jump the Brook	59		x				
Jump the Shot	60			x			
Leader and Class	60	x					
Midnight	60			x			
Mouse, Cat, Dog	60	x					
Mouse Trap	60		x				
New Orleans	60			x			
Number Change	61			x			
Prisoner's Base	61					x	
Pussy Wants a Corner	61		x				
Red Light	61			x			
Run, Rabbit, Run	61		x				
Scatter Dodge	58			x			
Simon Says	61		x				
Spot Tag	62	x					
Squirrel in Trees	61		x				
Stealing Sticks	62					x	
Stop and Start	62		x				
Streets and Alleys	62				x		
Tag Games	62	x	x	x			
Team Dodge	58					x	
Three Deep	63			x			
Three Division Dodge	58				x		
Time Dodge	57		x				
Touchdown	62					x	
Train Tag	62			x			
Tunnel and Engine	57						
Two Deep	63		x				
Underneath Two Deep	63		x				
Where's My Partner	63		x				
II. **Relays**							
Arch Goal Ball	63			x			
Automobile	64			x			
Locomotor	63			x			
Over and Under	64			x			
Rescue	64				x		
Stoop and Stretch	64			x			

Page	K	1	2	3	4	5	6	listening	imitating	running	dodging	throwing	catching	locomotor skills
59		x								x	x			
59			x					x						
59		x												x
60			x								x			x
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63			x											x
64			x									x	x	
64				x						x				
64			x							x				

Games	Page	Grade Level						
		K	1	2	3	4	5	6
Lead-up Games								
Basketball								
Captain Ball	65					x		
Sideline Basketball	65						x	
Six Zone Basketball	65					x		
Snatch and Shoot	66					x		
Football								
Five Steps	66				x			
General								
Bounce Ball	66				x			
Hemenway Ball	66					x		
Keep Away	66				x			
Norwegian Ball	67				x			
Soccer								
Alley Soccer	67						x	
Circle Soccer	67					x		
Line Soccer	67					x		
Sit-down Soccer	68						x	
Softball								
Beat Ball	68					x		
Kick Ball	68				x			
One Base Dodge Ball	68				x			
Throw It and Run	68					x		
Volleyball								
Keep It Up	68					x		
Newcomb	68				x			
Serve and Volley	69					x		
Team Games								
Basketball	69						x	
Deck Tennis	69					x		
Football	69						x	
Soccer	70					x		
Softball	70				x			
Speedball	71							x
Volleyball	71					x		
Volley Tennis	72				x			

CHAPTER IV

Games

LOW-ORGANIZED GAMES

Purposes

To provide a great deal of activity.

To increase the interest by providing game situations.

To provide instruction in the skills and rules of games.

To prepare children for greater success and enjoyment in sports units through competence in basic skills.

To provide opportunities for children to work together and to develop strategy.

To plan progression.

Teaching Suggestions

Teacher must know game or activity well before teaching; *modify* and *adapt* to suit own children's capabilities, and facilities and equipment.

Teach skills with care.

Avoid elimination-type games; rather than a child dropping out of the game, have point scored against him and still play.

Once rules are established, *enforce* them; if rules are changed, be sure that all children understand them.

Alternate vigorous and less-vigorous games in a physical education period.

Increase difficulty as children play games; i.e., add more balls, have more "Its," make distances further apart.

LOW-ORGANIZED GAMES

Back to Back (Listening, locomotor skills)

Children in partner groups, scattered over a designated area. On first signal, partners must move away from partner, using any locomotor skill teacher gives. On second signal, children must find new partner and stand back to back.

Variations:

Teacher may give various directions, such as toe to toe, nose to nose, etc. When the signal Back to Back is given, children must quickly change partners and stand back to back.

May be played with an even number, or have an extra child as one who is seeking a partner.

Ball Pass (throwing, catching)

Each child, except a "rover" stands with one foot on a marked base. The "rover" has a soft throwing ball. Children on bases beckon to each other to change places, attempting to do the changing so that the "rover" is not able to hit them with the ball. Fair hits should be below the waist. The "rover" may also attempt to get to a vacant base, causing the one left without a base to become the new "rover." A child who is fairly hit while off a base becomes the "rover." Have the "rover" retrieve the ball after throwing it and missing a player, unless it goes outside the area occupied by the bases. In that case, have the nearest player bring it into the area and pass it to the "rover." The player's base cannot be stolen, nor may he be struck with the ball while he is off base for the purpose of securing the ball.

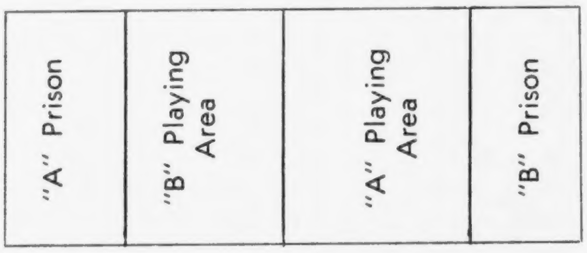
Bombardment (throwing, dodging)

Two teams, each on their own side of a center line; a prison established behind each team. Object of game is to hit opponents below the waist and thereby get them into prison. Prisoners may be gotten out of prison by catching a ball thrown over the heads of opponents. A person who attempts to catch a ball thrown by an opponent or prisoner is also in prison. Balls going behind prison line belong to prisoners.

Variations:

Add more than two balls.

Prisoners may hit opponents while in prison.



Bronco Tag (running)

Children in groups of three, single file lines with hands grasping the waist of the person in front. The child in front of the line is the "tail." One chaser and one runner move in and out between the "broncos," with the runner attempting to attach himself to the "tail" of any group; this causes the "head" to become the new runner. When first learning this game, the "broncos" remain in one spot. After the children grasp the idea, the broncos may move around and attempt to keep the runner from attaching on to the "tail."

Call Ball (catching)

The children form a circle with one child in the center who has a ball. The center child tosses the ball up in the air while calling the name of a child in the circle. The child whose name is called must try to catch the ball on the first bounce. If he is able to do so, he takes his place in the center of the circle. If he fails to catch the ball, then the child who is in the center continues until someone catches the ball.

Variation:

> Give points for catching the ball; 3 for catching before the ball bounces, 2 for catching on one bounce, and 1 for any bounces after.

Cat and Mice (running, dodging)

All children in a circle; one child the Cat, 3-5 others Mice. The mice must stay within the circle while trying to avoid being caught by the Cat. When caught, join circle. Last Mouse caught becomes the Cat for the next game.

Cat and Rat (running, dodging)

Children form a circle, hands joined. One player is Cat, other the Rat. Circle children attempt to keep the cat from catching Rat by letting the Rat in and out of the circle, while keeping the Cat from either getting in or out depending on where the Rat is. (May have to change Cat and Rat quite often.)

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Charlie Over the Water (running)

The children join hands and form a circle. One child, "Charlie," in the center. The circle children move to the left or right, chanting:

> "Charlie over the water,
> Charlie over the sea,
> Charlie caught a black bird,
> But he can't catch me."

On the word "me," the children squat down and Charlie tries to tag someone before he can get into a squatting position. Anyone tagged is Charlie.

Circle Chase (running)

Children in circle, numbered off consecutively 1-4. When a number is called, all with that number begin running around in one direction. They attempt to tag the person in front of them and avoid being tagged by the person behind. Those tagged acquire a point against them; winner is the one with the least points.

May have children run once around, or run until a whistle is blown. Change directions occasionally.

Circle Race (running)

Children standing in a circle large enough so that there is approximately five feet between each child. On a signal, children begin running around the circle in one direction. The object of the running is to overtake the person ahead on the *outside,* causing that person to go to the center of the circle. The last person to pass all others is the winner.

Circus Master (imitating)

Children in a circle, one child in the center as Circus Master. The Master calls for any one circus animal, when he cracks a "whip" the circle children begin moving in one direction imitating the animal. Circus Master then chooses the best imitation to be the new Circus Master.

Club Snatch (running, dodging)

Two teams, each numbered consecutively 1 thru total number of children on team. A duck pin or club placed midway between the two teams, approximately 40 feet apart. When a number is called, the two children from opposing teams with that number attempt to get the club and take it back to their team before being tagged by the other player. If going slow, teacher may call another number so that four are playing. A point scored either for getting the club and back to the team, or for tagging the player with the club.

Cowboys and Indians (running, dodging)

Children divided into two groups, goal lines 30-40 feet apart. One group "Cowboys," others "Indians." "Cowboys" turn their backs. "Indians" sneak up and attempt to get guns from holsters. Teacher calls, "Indians are here," Cowboys chase Indians back to their own goal line. Any caught must join Cowboys. Then Indians turn backs, Cowboys sneak up and attempt to get feathers from head-bands. Teacher calls, "Cowboys are here," and Cowboys chased back to their goal line. Any caught join the Indians.

Variations:

Brownies and Elves

Flowers and the Wind

Flowers choose a particular flower to be; winds must guess before they may chase.

Crows and Cranes (running, dodging)

Two teams, one Crows, one Cranes, standing six feet apart on a line. Goal lines set 30-40 feet behind teams. The teacher calls "Crr-r-ows" or "Cr-r-r-anes" (drawing out the "Cr"); team called attempts to catch the opposing team before they can reach the goal line behind them. Any children caught join the opposite team.

Variations:

Black and White—Teacher has a white sheet of paper glued to a black sheet, held behind her back. Whichever color appears, that team chases the other.

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Cut the Cake (running)

Circle of children, one child as "It." It goes around the outside of the circle, stepping between any two children. These two children run in opposite directions around the circle, trying to be the first one back to It. First one back becomes the next It.

Variations:

Good Morning—When children meet, they may be required to shake hands, bow, or any type of action, then continue running.

Flying Dutchman—"It" is a couple. They tag someone and then the two couples go around in opposite directions; first couple back becomes "It."

Tunnel and Engine—Children are in partners with each partner set forming a tunnel. The "It" tags any set, and they proceed in opposite directions under the tunnel and back to place. Last one back is next Engine.

Do As I Do (imitating)

Children form a line and the child at the head of the line is the "Leader." When he says, "Do as I do," he must make some kind of movement; hopping, jumping, skipping, etc., and the other children follow the movement. Change after each turn.

Dodge Ball (throwing, dodging)

Children in large circle, 4-5 other children in the center of the circle. The ball is rolled through the center, and any children the ball touches joins the circle. When last person out, 4-5 others go into center.

Variations:

1. Ball may be thrown, and any child hit below the waist is out.
2. Ball must hit below the waist before bouncing before player is out.
3. *Time Dodge*—Children in center for specific length of time. Each hit counts as point against them or against team; person or team with least points winner.

4. *Scatter Dodge*—Players scattered out in designated area. Any player hit below the waist must sit on floor in spot where hit. The "sitter" may put out other players if a ball comes in their direction.
5. *Team Dodge*—Two-four teams of children with pinnies designating teams. The object is for one team to have the most players left standing, while other teams have all players sitting.
6. *Three Division Dodge*—Children divided into three teams; playing area divided into three parts. Each team must stay in own area, and attempt to get players from other teams out. Players hit, sit on sidelines. Play for specific time limit, then change areas, all players back in game. Repeat; team wins that has the least number of players put out in the three times.
7. Add more balls to any of the variations as the children become better skilled. Also try different size balls; smaller for older children.

Duck, Duck, Goose (running)

Single circle of children facing center. The child who is "It" runs around the outside of the circle, touching children on the back and calling, "Duck, duck, duck, goose!" All called "ducks" squat and remain in their places. The one called "goose" chases It and if he succeeds in catching him before he gets back to the vacant place in the circle, he becomes "It." "It" may say "duck" any number of times before he says "goose." All players stand again at the end of the chase.

Exchange Tag (running, dodging)

Two lines of children, facing each other, approximately 40 feet apart. "It" stands in the center, calls one person from each line. These two attempt to change places before tagged by "It." If tagged, that person becomes the next "It."
Variations:

1. Number children consecutively; "It" calls number and they change.

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2. "It" calls only one name; that child calls name from other line and they change.

Farmyard Run (running)

Children designated as any farm animals (cows, horses, ducks, pigs)—four groups, one child as Farmer. All animals lined up on one line, with a goal line approximately 40 feet opposite. Farmer calls any one group; those called run to goal line and back, with the first one back becoming the next Farmer. Farmer may call "All animals," causing all children to run.

Variations:

Fire Engine—children numbered, Fire Chief calls engine number for children to run. May call "General Alarm" for all to run.

Farmyard Chase—Farmer chases children as they run to goal line and back, any tagged also become Farmers.

Find A Number (locomotor skills)

Children standing in a circle behind either chalk-marked or flash card numbers. Numbers may be in sets of "3", "4", etc. Teacher calls a locomotor skill, children move around circle, all in same direction using that skill. Teacher calls "Find a number" and children stop at any number. When in position, teacher may call for specific numbers to raise hands in order to see that they are recognizing numbers.

Variations:

Children at the start may be given a definite number and then must find their own number when teacher gives the signal.

May have an extra child who joins circle on locomotor skill and then tries to find number with one child left without a place.

Fire on the Mountain (running)

Double circle, with one player the "lookout" standing in the center. Players in inside circle, kneel, representing "bushes." Each player in outer circle stands behind one of the bushes and faces around the circle counter-clockwise. The lookout calls, "Fire on the mountain, run, run, RUN" and claps his hands while calling the last RUN. When the lookout has clapped his hands, all the "fire-fighters" (the runners in the outer circle) run counter-clockwise. While they are running the lookout quietly moves behind one of the bushes. All the fire fighters immediately try to run behind a bush. The one who is left without a bush becomes the next lookout.

Fly Trap (dodging)

Four to five children sitting tailor fashion on the floor, other children scattered out within a designated area around traps. On signal children begin moving in and out of the trap area (may use various locomotor skills), on second signal children stop. Traps attempt to touch any children close to them while in sitting position. Those touched then become traps.

Frog in the Sea (running)

Children in a circle, one child as "Frog" in the center in a squat position. The teacher says:

"Frog in the Sea
Can't catch me
Unless he JUMPS."

On the word "Jump," all children run to a designated line or color; Frog attempts to tag as many as he can before they get to spot. All tagged join Frog in center and help him tag.

Guard the Pin (throwing)

Children in circle facing center; duck or bowling pin set up in center of a small circle, with one child guarding pin but may not step into small circle. Children in larger circle attempt to knock pin down by throwing ball at pin—may pass the ball among themselves.

(Add more balls to speed up game.)

Hand Slap Chase (running)

Two equal teams, approximately 30-40 feet apart. Children of one line hold out hands. 4 children from other hand go to oppon-

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Hill Dill (running, dodging)

All children are standing on one goal line, with the "It" in the center. A goal line is marked at the opposite end of the play area. "It" calls "Hill Dill, Come over the hill," and then attempts to tag as many children as possible as the children run to the opposite goal line. All tagged join "It" in the center and help in catching others, as they return to opposite goal line each time. Last one caught may become "It" for repeat of game.

Hound and Hare (running, dodging)

Children in groups of three; two form tree or burrow; two extras as Hound and Hare. Hound chases Hare. Hare attempts to avoid being caught by ducking into a tree; the Hare in the tree then becomes the one being chased. Change Hound and Hares with those being trees.

Variations:

Deer and Hunter
Fox and Squirrel

In the Creek (listening)

Children lined up on one line, with a second line approximately one foot away. Area between lines is the Creek, both lines are banks. Teacher calls either "In the Creek," or "on the bank." Children move to Creek or the opposite bank in accordance with call. Any who move to the wrong spot have a point against them; winner is the child or children with the least points.

Jump the Brook (jumping)

Two lines to represent a brook, starting about one foot apart and gradually increasing the distance to three and one-half or four feet, depending upon the size and skill of the children. Single file line of children; may have more than one file line. Each child tries to jump the brook at various spots, beginning at its narrow end and progressing toward the wider end. Any child who fails to jump completely across the brook is out of the game, or if the group is small, he may continue to practice until he has successfully jumped the spot at which he failed. The brook may be widened to a point at which no child can jump, and stones drawn in the middle of the brook on which the children may step as they cross. These should be placed in such a way that a considerable degree of skill is necessary to cross successfully.

Variations: Hop, Leap.

Jump the Shot (jumping)

Children in a circle, facing center; person in center has a rope which will reach to the circle and has an object tied on to the end (bean bag, slightly deflated ball). Person in center swings rope around the circle, keeping the object on the floor, while the circle children attempt to jump. Any child failing to jump the rope may become the swinger, may drop out, or practice jumping a single rope and return to circle when another child fails to jump.

Leader and Class (throwing, catching)

Children are divided into groups of four to six players. Members of each group stand side by side in a line. The one at the head of the line becomes the leader, and he faces his group, standing eight to ten feet away. The leader tosses a ball to all the players of his group in turn, who throw the ball back to him. Any player missing the ball goes to the foot of his line. If the leader misses a ball, he goes to the foot of his line and the next player at the head becomes the leader. If the ball goes around the group twice and the leader has not missed, he takes his place in the line just above the last player who missed. As skill is gained, increase the distance between the leaders and their group. Give leaders two or three objects to throw, of different sizes and weights.

Midnight (deceiving)

Children at one goal line of the playing area, approximately 50 feet from the opposite goal area or "Old man's home." One child

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chosen as "old man" stands about half-way between the two goal lines, facing the children. The group approaches the "old man," asking "What time is it?" The old man may answer any "O'clock" that he wishes; if he says "midnight," the group attempts to get back to their own goal line before the "old man" can tag them. If caught, players then help "old man" catch the others.

Mouse, Cat, Dog (throwing, catching)

Children in circle formation. Teacher starts a small object going around the circle from one child to the next. Then add a larger object as the Cat, then a larger object as the Dog. The object of the game is for the Cat to overtake the Mouse, and the Dog to overtake the Cat. Change direction animals are going.

Variation:

> May use more than three objects with older children. May use a signal which means that objects must quickly reverse directions and continue to overtake.

Mouse Trap (running)

Half the children form a trap by holding hands and raising them shoulder high. The other children are the Mice and run in and out of the trap. The teacher calls "Trap," circle children drop held hands down, and any mice caught in the circle then become part of the trap.

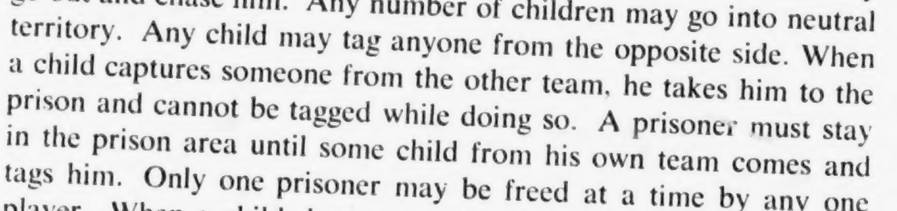
New Orleans (imitating, running)

Children divided into two equal teams, each standing on their own goal line; goal lines approximately 60 feet apart. One group decides on an occupation or trade to imitate; they advance to the other team saying the following phrases, with the goal team answering. "Here we come." "Where from?" "New Orleans." "What's your trade?" "Lemonade." "Show us something if you're not afraid." The advancing team then pantomimes their trade, with the goal team attempting to guess the trade. Upon correctly guessing, the goal team chases the advancing team back to their goal line. Any caught join the opposite team. Teams then change so that goal line team becomes the advancing team.

Number Change (dodging)

Children in circle, standing behind chalk-marked numbers or flash cards, sets of "3", "4", etc. "It" stands in the center of the circle and calls any one of the numbers; children with that number attempt to change places as the "It" also tries to find a vacant number. Child left without a spot becomes the new "It."

Prisoner's Base (running, dodging)



Two teams, one showing visible identification. Play starts when a child from either team leaves his goal line and goes into neutral territory. When he does this, anyone from the opposite team may go out and chase him. Any number of children may go into neutral territory. Any child may tag anyone from the opposite side. When a child captures someone from the other team, he takes him to the prison and cannot be tagged while doing so. A prisoner must stay in the prison area until some child from his own team comes and tags him. Only one prisoner may be freed at a time by any one player. When a child does succeed in freeing a prisoner, both of them may go back to their goal line without being tagged. When more than one prisoner is in prison, they may join hands and form a line out into the neutral zone, but the last child in the line must keep at least one foot in prison. New prisoners go to the end of the line. The game is won when a team captures all of the opponents or has more prisoners than the other team at the end of a given length of time.

Pussy Wants a Corner (running)

Bases scattered about, each base not less than ten feet from any other base; one base for each player except the pussy. Each player stands on his base. The player chosen to be pussy has no base. The pussy moves about saying "Pussy wants a corner!" Players on bases try to exchange places with each other without being seen

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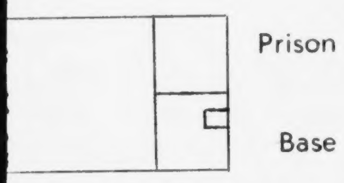

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by the pussy. If pussy manages to reach a base while it is vacant she exchanges places with the player who has just left that base, who then becomes the pussy. Sometimes the teacher or the pussy may call "All change bases," whereupon every player must leave his own base and try to secure another. Pussy seeks a base too. The one left without a base becomes the pussy.

Red Light (running, deceiving)

All children except the "It" behind a goal line, "It" standing with back to group on opposite goal line approximately 60 feet away. "It" calls any color of light in rapid succession; children advance to opposite goal line as quickly and quietly as possible. When "It" calls "Red Light", he turns around to face group and if he catches any players moving, they must return to the original goal line and begin again. The object is to get across the "It's" goal line in order to become the new "It."

Run, Rabbit, Run (running, dodging)

Divide children into two groups; about two-thirds of them "Rabbits," and one-third "Foxes." The Foxes are in the woods. The Rabbits come out of their homes (marked areas) to get food. The teacher calls "Run, Rabbits, Run," which is the signal for the Foxes to chase the Rabbits. Those who are tagged must be foxes.

Simon Says (imitating)

Same general idea as *Do As I Do.* "It" precedes each action with "Simon says . . .", doing an action to go with the phrase. If "It" does an action, but does not say the phrase, others are not to do action. Any player who does the action becomes "It."

Squirrel in Trees (running)

Children in groups of three; one or two should be left as extra squirrels. On signal, all squirrels leave trees; on second signal, all squirrels attempt to find tree. (If an even number of children, they still enjoy trading with the idea that they must always go to a different tree.) Change squirrels for one part of tree; then change again.

Stealing Sticks (running, dodging)

Same play area and line markings as for *Prisoner's Base*. Place four or five sticks in each base. The game played the same as *Prisoner's Base*, but players are attempting to get the opponents' sticks. If a child can get to the opposite team's goal line without being tagged, he may take a stick back to his own goal area without being tagged. If tagged, player must return to own goal line and then back to playing area.

Stop and Start (locomotor skills, listening)

Children stand about the room watching the leader. The leader points in any direction desired and the children move in that direction. The whistle is blown and children stop and turn in order to watch the leader for the next direction. Children who fail to stop immediately or who fail to follow directions form a second group of players on the opposite side of the leader. The object of the game is to see who will be the last player in the original group. Give directions in rapid succession. Vary the game by telling the children to fly, hop, skip, run, crawl, or jump as they move. If the group is a large one, stop the game when there are three, four, or five left in the original group and declare these the winners.

Streets and Alleys (listening, running)

Three or four lines of children, standing at arms' distance in two adjacent directions. Teacher designates one direction as Streets and one as Alleys, chooses one chaser and one or more runners. Teacher calls either Streets or Alleys and runner and chaser may not break through shoulder-high arms. When a runner is caught, he chooses someone else to run; chaser chooses another runner. (Chaser and Runners should be changed often—this is a slow game and others are doing much standing.) Teacher can help or hinder runners or chasers by her calls.

Variation:

> Use "Right Face" and Left Face" to learn right and left. Use "North, South," etc., for learning directions.

Tag Games (running)

Children scattered within set boundaries, one "It." The "It" attempts to catch others. Those tagged may either sit or help tag.

Variations:

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Touchdown (running)

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Train Tag (running)

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Variations:

In order to be "safe" children may be required to do various stunts; stoop, touch a particular spot, etc. With older children, set a definite number of times they may do stunt and remain "safe."

Spot Tag—Person tagged must hold spot on hocly area on which he was tagged while chasing others. Use locomotor skills other than run.

Chain Tag—As children are tagged they join hands and either end of the chain may tag.

Fish Net—Start with 3-4 children holding hands. In order for another child to be caught, the chain must encircle the child; he then joins the chain. May continue with only one chain or divide when chain gets to 6-8 children so that there are several nets.

Touchdown (running)

Two teams each in a single line facing each other and standing on their goal lines. Two goal lines forty to sixty feet apart. One team goes into a huddle (stands in small, close circle) and decides who will carry an object (small rock, stick, chalk, etc.) to the opposite goal line. Each child holds his hands as if he were carrying the object. On a signal the team with the object runs toward the opponent's goal line and the opponents run forward to tag them. When a child is tagged he opens both hands to show whether or not he is carrying the object. If the child carrying the object can get to the opponents' goal line without being tagged, he calls "Touchdown", scores one point for his team, and his team gets another turn. If he is caught, the object is given to the other team and play is repeated with that team going ino a huddle to decide how to get the object across the field.

Train Tag (running)

The player in front of each line of three is called the "head" or the "engine" and the one on the rear the "tail" or "caboose." "It" tries to hook onto the "tail" of any group. When he succeeds, the "head" of that group becomes the new "It." May have more than one "it" at the same time. (Sometimes called "Hook On.")

Two Deep (running, dodging)

Children in circle formation, one Chaser, one Runner. Chaser chases runner around the outside of the circle. Runner may step in front of someone and that person then becomes runner. If tagged, the children reverse roles immediately, or may call "Change" and both children step in front of two children with these children assuming role of person who stepped in front of them.

Variations:

Three Deep—Children in double circle, one child in front of other. May run in any direction and through the circle.

Underneath Two Deep (crawling, running)

Played the same as Two Deep, except to become safe the runner must crawl from behind under the legs of a child and stand in front.

Where's My Partner (locomotor skills)

Circle formation, with partners. Outside partners faced in one direction, inside partners in the opposite direction. An extra child is in either circle. On a signal, children begin moving around circle; on second signal, they stop and find a new partner, one child left without a partner. May use various basic locomotor skills, given before the first signal.

RELAYS

Purposes

To provide an early satisfaction in team activity.
To put skills into a game-like situation.

Teaching Suggestions

Any locomotor or ball skill may be used in relays. Emphasize the idea that accuracy lends toward speed.

Be sure that teams are evenly divided as to skill and number. If teams are uneven, players may be required to perform twice.

Practice once before doing as a race, particularly with younger groups and with complex skills.

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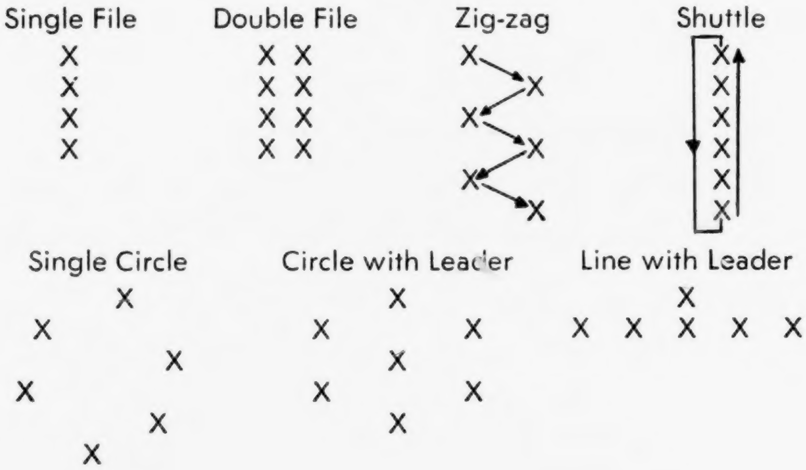
Formations



Object and Locomotor Relays

Using any of the formations suggested for relays, children may practice a particular skill as a relay. *Stress* the fact that a well-done skill also means a faster speed. Relays should not be used until the skill has been *well-learned.*

RELAYS

Arch Goal Ball Relay (throwing)

A basketball goal for each team. Restraining lines not less than 15 feet from each goal. For each team (1) an official basketball goal, peach backet nailed against the wall, barrel hoop nailed to wall or tree, waste-paper basket placed on floor or hung on the wall, or bicycle tires suspended from some object; (2) volleyball, basketball, soccer ball, softball, utility ball, beanbag, or stuffed leather ball casing. Any number of teams line up in file formation behind their restraining line and facing their goal. The rear players hold the balls. At a signal the rear players, using both hands, start the balls forward by passing them over the head of the player in front of them. Those players do likewise, using both hands. When front players receive the ball they stand and throw for the goal, without stepping over the restraining line. Whether players make or miss the goal, they secure the ball, return to the rear of the file and start the ball forward, remaining at the rear. This procedure continues until all have thrown. Each successful throw for goal scores 1 point. The team wins which has the highest number of goal points after all have thrown.

Automobile Relay (locomotor skills)

Teams lined up behind starting line, with an opposite goal line 30-50 feet away. Each child represents a different condition of an automobile, such as:

1st: smooth running car
2nd: flat tire, hop on one foot or slide, dragging one foot
3rd: horn stuck, make horn sound
4th: car in reverse, run backwards
5th: engine full of carbon, skip

Children move to opposite goal and back, tag next person in line. First team to have all members back is winner.

Over and Under Relay (passing, catching)

A base line 30 feet long. For each team, a volleyball, basketball, soccer ball, large utility ball, softball, large beanbag, or knotted towel. Captains stand on the base line and each holds a ball. Team members line up behind their captains in file formation. At a signal, each captain passes the ball over his head to the player behind him. The second player passes the ball under or between his feet to the next player; the third player passes the ball over his head, and so on, the ball going down the line over the head of a player and between the feet of the next player. When the ball reaches the end, the last player runs with it to the front, stands on the line, and starts the ball backward over his head. Game continues until the captain of one team returns to his original position, and that team wins.

Variation:

> Use players in alternate stride and squat positions, players go over and under.

Rescue Relay (ru

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Variation:

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Purposes

To put skills into

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Teaching Suggest

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Rescue Relay (running)

Teams standing in file lines behind one line; a second line 20-30 feet parallel on which the captain of each team is standing. At a signal, the captain runs to the first person in the line, grasps their hand, and runs back to the line, and captain stays. The player he brought over returns and bring back the next in line; team first having all players behind the starting line wins.

Variation:

> After the captain and the first person have crossed the starting line, they both return, bring back the next person, and then all three go back for the next, etc., until all are behind starting line. Use locomotor skills other than running.

Stoop and Stretch Relay (stretching)

At a signal, each leader bends and secures his beanbag with both hands, rises and drops it to the floor behind him, using both hands. The second player picks it up and drops it, using both hands. When the last player in each file secures the bag, he runs to the front of the line, toes the line, and drops the beanbag over his head. The first team to finish wins.

LEAD-UP GAMES

Purposes

To put skills into a modified game.

To learn basic rules of team games.

To learn to work as a team.

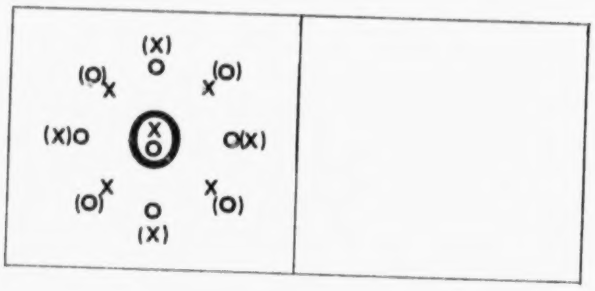
Teaching Suggestions

Lead-ups are of *more value* at the elementary level than team games, as there are usually fewer complex skills and rules involved.

More participation is involved for all players, rather than just involving highly skilled players.

LEAD-UP GAMES

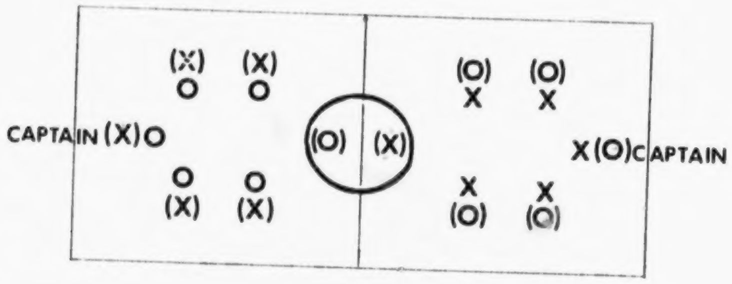
Captain Ball (Basketball)



Each team has one captain, and an equal number of forwards and guards. Forwards must have one foot always inside a circle with a 3-4 foot diameter. Guards may move anywhere in the playing area; if in possession of the ball, they must dribble legally. Object of the game is for the forwards to pass the ball among themselves and then to the Captain to score points. If all forwards receive and pass the ball, they score 2 points. If the ball has not been handled by all forwards and goes to the Captain one point is scored. The guards attempt to intercept the ball and pass it to their forwards. All rules of regulation basketball game apply as regards fouls and violations. Guards may not enter forwards' circles.

Variations:

> May have two games being played on a regulation basketball court using each half of the floor for a game. Captain may shoot for additional score. The game may be set up as in diagram below:



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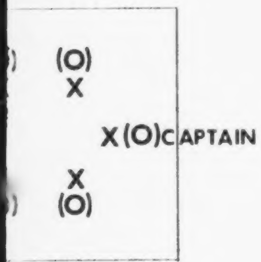
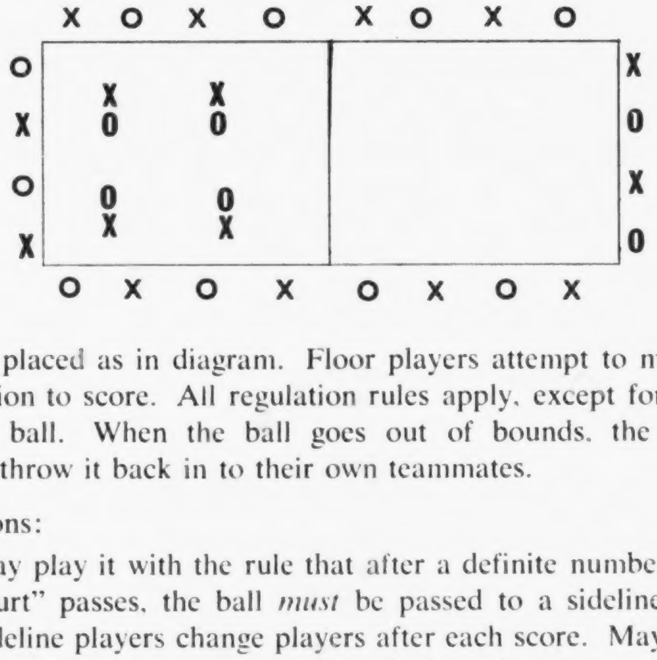


Sideline Basketball



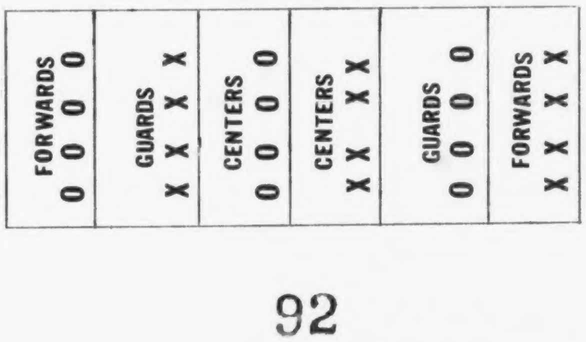
Players placed as in diagram. Floor players attempt to move ball in position to score. All regulation rules apply, except for out-of-bounds ball. When the ball goes out of bounds, the sideline players throw it back in to their own teammates.

Variations:

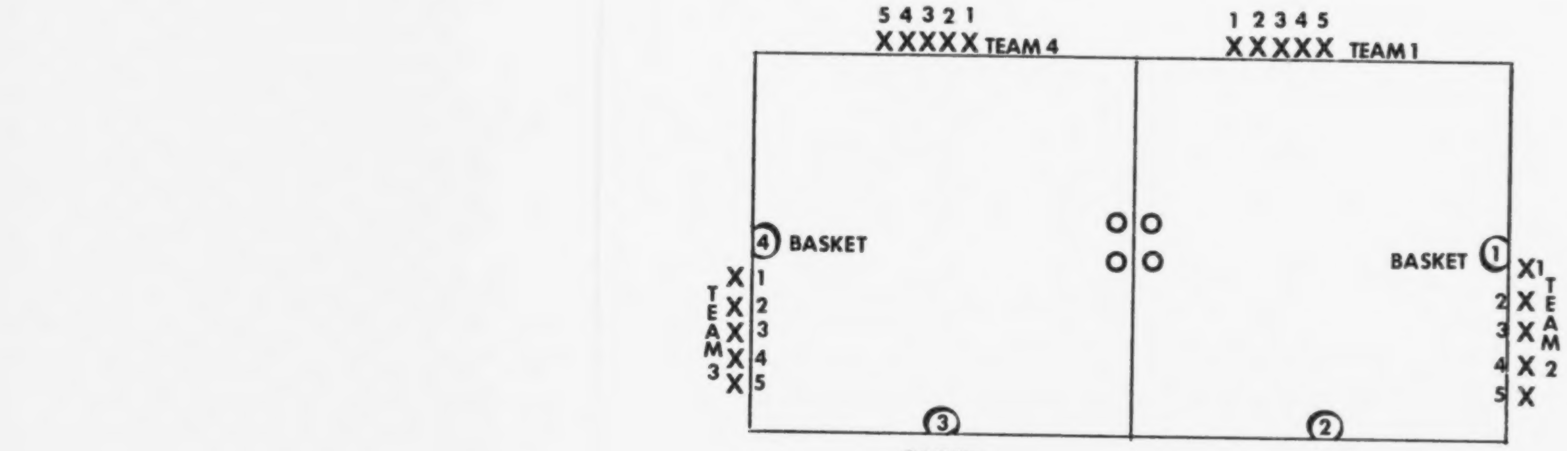
> May play it with the rule that after a definite number of "on court" passes, the ball *must* be passed to a sideline player. Sideline players change players after each score. May dribble the ball, and may be called for fouls and violations.

Six Zone Basketball

Court is divided into six equal parts, with 3 or more players in each zone; alternate teams in the zones. (see diagram). Object of the game is to pass the ball from zone to zone and when forwards receive ball, they shoot for a field goal. The ball must be passed at least once *within* each zone, must go to each zone in turn, and players must stay in their own zone. All other rules of basketball apply as regards fouls and violations. Scores the same as for regulation.



Snatch and Shoot (Basketball)



Teams set up as in diagram. Teacher calls any one number; players from each team with that number run to center, take any ball, dribble to their basket, and have three tries to make a basket. As soon as they make a basket, they dribble the ball back to the center, leave it there and return to their team. First team whose ball is in the center scores a point. If a basket is scored by the last team to return ball while none of the other teams have made a basket, the one making the basket scores the point.

Five Steps (Football)

Two equal teams, using any long and wide area. Goal lines are established at the two ends and team starting the ball must all be behind their own goal line. One player throws the ball, the other team attempts to catch the ball before it hits the ground. If this is done, the catcher may take five steps and then throw the ball toward the opponents' goal line. If the ball is not caught, it must be thrown from where it hit the ground and no steps may be taken on the return throw. The object of the game is to throw the ball across the opponents' goal line.

Variations:

1. A football or softball may be thrown.
2. A football or soccer ball may be punted or drop-kicked rather than thrown.

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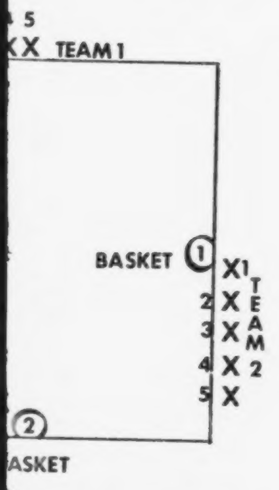

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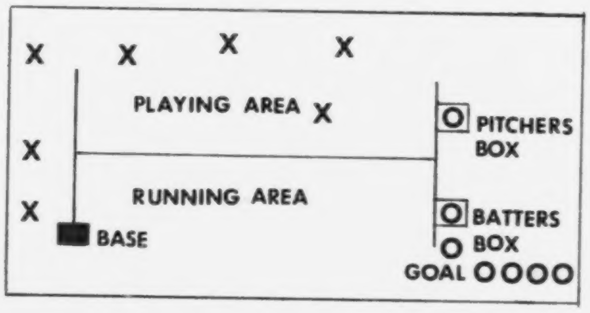
Bounce Ball (General)

Two parallel goal lines approximately 30 feet apart, with a center line between the two goal lines. Two equal teams on each side of the center line, one retriever behind their own goal line. The object of the game is to bounce or roll a ball across the opponents' goal line; each ball going across in this manner counts a point. The ball may not be thrown in the air across the line to score. Use as many balls as age group is able to manage; move lines farther apart for better skilled.

Hemenway Ball (General)

Two equal teams; team at bat has a batter and a pitcher. Pitcher tosses a playground or utility ball to batter who hits the ball in playing area, runs to center line on his side of the playing area line and back to goal line. Fielders are to get ball and attempt to hit the batter as he is running. Fielder may not move with the ball; must pass it to a teammate if too far from batter to hit him. The batter scores if he has stayed on his side of the line and is not hit by fielders throwing the ball.



Keep Away (General)

Two equal teams, with one team in pinnies; playing area 30-50 feet square. The object of the game is to keep the ball away from the opponents by passing the ball back and forth between teammates.

To score, the teacher may set a certain number of consecutive passes to be made, or control the ball for a certain time limit.

Variations:

Six Passes and Shoot—When one team has completed six consecutive passes, they score one point and may either a) shoot a free throw and make it for another point, or b) attempt to shoot a goal from any place on the playing area.

Norwegian Ball (General)

Two equal teams; one goal line, a second line parallel to this and approximately 10 feet away. The batting team is lined up single file behind the first batter; the fielding team scattered over the area past the second line. The batter throws the ball any place past the second line and then begins running around his teammates. The fielding team fields the ball, lining up behind the first person who has the ball and begin passing the ball over their heads to each teammate; when the last person in the line receives the ball, he holds it over his head and shouts "Stop." The batter's score is the number of times he ran completely around his team. Each member of the batting team repeats this, add each player's score for a total, and then becomes the fielding team. The team that has the most points at the end of an equal number of times at bat is the winner.

Variations:

This game may be used for any number of skills; e.g., soccer-batter kicks the ball, fielding team must dribble around;

basketball—batter throws the ball and with another basketball begins shooting for baskets, fielding team must retrieve ball and then one person dribbles around the team;

volleyball—batter uses underhand serve to get the ball infield, fielders form circle and use volleyball, passes once around to each player.

Alley Soccer

All rules governing soccer used. Players are assigned to a specific place on the playing field and may not go outside their own area, or a violation is called. Check the rules for Simplified Soccer.

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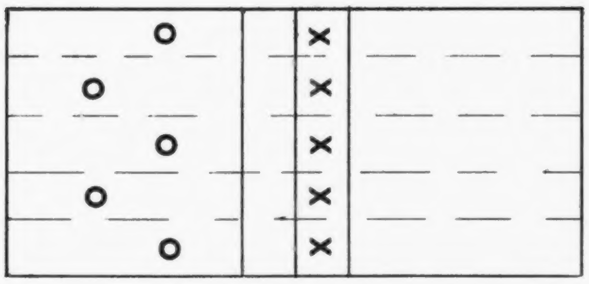

Circle Soccer

All players in a large circle; one team on one half of the circle, the opponents on the other half. The object of the game is to kick the ball through the opponents' circle with the ball going shoulder high or below. Opponents may use any part of the body other than hands and forearms to block the ball to keep it from going through their half of the circle. They may also trap the ball before kicking it back.

Line Soccer

Two equal teams lined up on goal lines approximately 50 feet apart, each player numbered consecutively through to total number of players. Two soccer balls are placed in the center of the playing area. The teacher calls a number and the two opponents with that number go to the center, obtain a ball, and attempt to kick it through the opponents' goal line. Opponents attempt to trap or block the ball. After each player has had one attempt at kicking through the goal line, the balls are returned to the center and another number is called.

Variations:

1. When tackling is introduced, one ball may be used and the players attempt to get ball from opponent and through opponents' goal line.
2. As players become more skilled in dribbling and passing, the teacher may call 2 numbers. This calls for team work.
3. When goal keeping is introduced, a goal area may be established with the ball having to be in this area, and a goal keeper using hands to block.

Sit-down Soccer

This game may be used in the gymnasium and also for learning position play and in teaching forward line to move as a unit. The backs are seated and may move only in a sitting position. All the rules of soccer apply. The backs may use their hands to take the ball from opponents.

Variation: Using a cage ball, all players sitting and able to use only their feet to move the ball.

Beat Ball (Softball)

Two equal teams, a softball playing field with a home base, and three other bases. Batter throws ball anywhere in the field, then runs all bases and to home base. The fielder attempts to get the ball to each base in turn (1st to 2nd to 3rd and home) before the runner can run all the bases. A batter who "beats" the ball all the way scores a point.

Kick Ball (Softball)

Softball diamond with bases 30 feet apart; pitcher's line 15 to 20 feet from home plate. (1) four bases made of wood, linoleum, or sacks filled with sand or sawdust; (2) utility ball or soccer ball. Never use a volleyball, as it is not built for kicking.

Players are divided into two teams. One team stands behind home plate and each member takes his turn as the kicker. The other team goes to the field, with a pitcher and catcher elected by the members. After three members of the kicking team have been put out, the kicking team goes to the field and the fielding team become the kickers. Players rotate positions on the field so that all eventually have a chance to be pitchers and catchers. The game is played according to softball rules, with the following exceptions:

(1) The pitcher rolls the ball to the waiting kicker, who attempts to kick the ball into the field and then to run to first, second, third, and home bases before being tagged or thrown out by the other team. He may not steal or play off bases while the ball is in the pitcher's hands preparatory to a roll.

(2) A base runner is out if "tagged out" or "thrown out" before reaching first, second, third, or home plate. He is tagged out if

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Newcomb (V

Players set
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the ball is in the hands of the baseman or fielder when he tags the base runner. Runner is thrown out if the base is touched, before the runner reaches it, either (a) by the ball while in the hands of the baseman or fielder, or (b) by some part of the body of the baseman or fielder while holding the ball. Each successful run to home plate scores 1 point. The team wins that has more points at the end of seven innings (that is, when each team has had seven turns at bat). Keep the rules simple but insist that they be strictly observed. Teach children to judge whether the ball or runner gets to a base first—there is no tie between ball and runner.

One Base Dodge Ball (Softball)

Two equal teams; one of batters, one fielders. The first two batters stand at home base, and begin to run up to and around a base set 40 feet from home base as soon as the teacher throws the playground ball (they do *not* run as a couple). Each tags another teammate as soon as they cross home base and this player runs. The fielders attempt to get the ball and hit the players before they can reach home base; they may not move with the ball, but must pass to other fielders. The ball continues in play as all the players from one team are running. When all players of one team have run, change positions. Teacher throws out the ball, and this team runs until all have had a chance. Winner is the team who had the most players reach home base without being hit.

Throw It and Run (Softball)

Same as *Beat Ball,* but regulation softball rules apply. The batter may attempt to advance to as many bases as he wishes and may stop on any of them. Fielders may throw the ball to any base in order to put the batter out according to softball rules.

Keep It Up (Volleyball)

Teams in a circle of 8-10 feet in diameter. At a signal, the teams begin volleying or digging the ball. With the first miss or illegal volley or dig, the team sits down. The last team standing wins.

Newcomb (Volleyball)

Players set up on court in three parallel lines. Any player may start the ball by an underhand throw over the net to the opposite team. Opponents attempt to catch, and by underhand throws to teammates or over the net, cause the serving team to miss the ball. Serving side attempts to catch, and with underhand throws to teammates or over the net, cause opponents to miss. Serving side continues to start ball after each point unless serving side commits a foul or violation; the ball then goes to the receiving team and they become the serving team. Games may be played on a point limit or time limit. (One disadvantage to this game is that players may catch the ball, and have a tendency to do this when playing volleyball.)

Serve and Volley (Volleyball)

Teams are set up as for volleyball. Each server has two serves; each serve that goes over the net scores one point. The receiving team may score by returning the serve legally over the net; after this one attempt, the ball is dead (the serving team does not attempt to return receivers' volley). After each server has served twice, the ball goes to the opponents.

TEAM GAMES

Purposes

To learn to work together to accomplish a goal.

To learn complex skills, strategies, and rules.

Teaching Suggestions

Regulation games are seldom played in elementary grades (K-6) unless entire group is highly skilled.

Official rules should always be checked in order to note any rule changes. These changes most often occur in basketball and volleyball.

TEAM GAMES

Basketball

Boys' Rules: Five players to a team; all players may use the entire court area. Object of the game is to shoot the basketball and cause it to go through the basket ring. Any body contact is considered a foul, for which the person fouled is awarded an un-

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guarded shot (free throw) at the basket from the free throw line. If the ball fails to go through the ring, the ball is in play. If the free throw is made, or after a field goal is made, the opponents take the ball out-of-bounds under the basket. A field goal (shot from any area of the playing court going through the ring) scores two points; a free throw scores one point. If a violation occurs, the ball is awarded the opponents out-of-bounds opposite the spot the violation occurred. Any two players from opposite teams who have control of the ball at the same time cause a jump ball to be called; this is executed by the two players involved standing in the closest circle area, referee tossing the ball between them and they attempt to hit the ball to a teammate. All other players are ouside the circle area, and may not enter it until the ball has been touched by the jumpers.

Girls' Rules: Six players to a team, 2 forwards, 2 guards, and 2 rovers. Forwards and guards must remain on their own half of the playing court. Rovers may play the entire court. All other rules are primarily the same as for boys.

Deck Tennis

This game may be played as singles, doubles, or a team game.

A deck tennis ring is used, and net is set at 6 ft. 6 inches. The rules of volleyball are used with the following exceptions:

1. Underhand tosses *must* be used on serve and volleys.
2. Ring may not be thrown with two hands; ring may not be changed from catching hand to the other hand to throw; ring may not be allowed to slip down the arm.

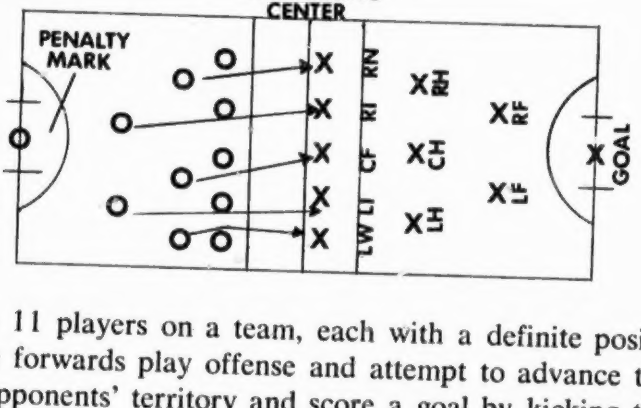
Football (Touch or Flag)

Touch (or flag) football is primarily a game of speed and skill. The rules are basically the same as for regular football, the main exception being that ball carrier is stopped or "tackled" by tagging him or grabbing his flag.

There are six or more players to a team. The offensive team must have at least three players on the line of scrimmage. There is some merit in using 11 players per team since this will be more familiar to the players and aid in their understanding of regular football.

The game is started by a place kick at the kicker's 40 yard line. The ball must go ten yards or be kicked again. If the ball is kicked out-of-bounds, the receiving team may take it at that point or on their own 20 yard line.

Simplified Soccer



There are 11 players on a team, each with a definite position to play. The forwards play offense and attempt to advance the ball into the opponents' territory and score a goal by kicking the ball through the goal area. The halfbacks play offense by following the forwards and giving them the ball, and play defense when the opponents have the ball. The fullbacks play defense and attempt to keep opponents from scoring by tackling and getting ball to their own halfbacks or forwards. The goalie, the only player who may use hands, defends the goal area.

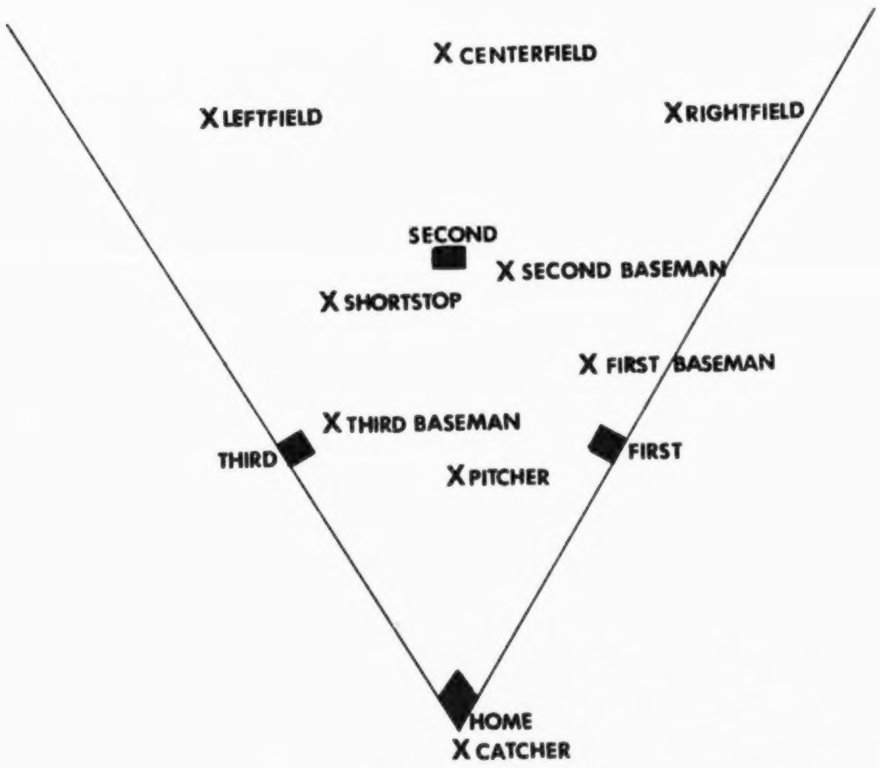
The game is started with a kickoff in the center of the field by the center forward of one team. The ball may not be played again by this player until it has been kicked by another player of either team. No player may cross his restraining line until the kickoff is made by a center forward. After each goal is made, the ball is put in play by a kickoff by the team just scored against.

If the ball goes out of bounds over the side line, the ball is put in play by the opponents with a kick-in at the spot where the ball went out. If the ball goes out-of-bounds over the goal line, not between the goal posts, by the attacking team, the defense puts the ball in play with a kick-in at the spot the ball went out. If kicked out by the defense, the offense puts the ball in play with a corner kick taken at the nearest corner of the end line by the wing of the offense. On all out-of-bounds plays, all players must be 5 yards from the ball.

Fouls consist of holding, pushing, kicking or tripping the opponent, using the hands or arms on the ball, and unnecessary roughness. For any foul, the opponents are awarded a free kick on the spot where the foul occurred. All players must be 5 yards away on a free kick.

(Check official rule books for more specific regulation games.)

Softball


X CENTERFIELD
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SECOND
X SECOND BASEMAN
X SHORTSTOP
X FIRST BASEMAN
X THIRD BASEMAN
THIRD
FIRST
X PITCHER
HOME
X CATCHER

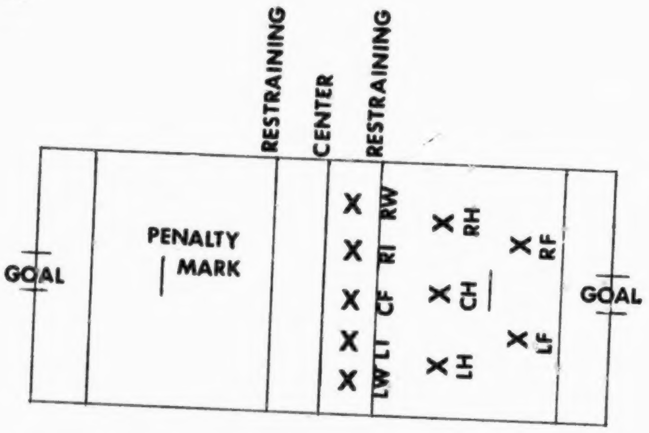
Each team consists of nine players (see diagram for positions on the field). One team is at bat, the other in field. The batting team has a set order for batting, and must continue this order throughout the game. Batters continue at bat until they have made three outs, at which time they change places with the fielding team who also have a set batting order and are at bat until they have had three outs. Runs are counted for each inning, and an equal number of innings for each team may constitute a game.

Variation:

For physical education period, let each team stay at bat until each player has a turn, then change sides.

(Check official rule book for more specific regulation games.)

Speedball



Similar to soccer, but with additional skills of basketball and football. The ball may be played as a ground ball as in soccer; or as an aerial ball using basketball skills or football skills such as passing and drop kicking.

An aerial ball is a ground ball that a player has converted by: kicking it up to himself from his instep, receiving a ball directly from the instep kick of another player, or letting the ball roll up from his own instep. An aerial ball may then be thrown as in basketball; may not dribble the ball, but may juggle it to himself by throwing the ball in the air and advancing to catch the ball. Also may drop kick to score.

Scoring is by five methods. A team scores a field goal, three points, in the same manner as in soccer. A touchdown, two points, is scored by catching a forward pass thrown from the playing area and caught in the end zone area. A drop kick is scored, one point, when legally caught and drop-kicked over the crossbar. An end goal, one point, is scored by kicking the ground ball over the end line from the end zone area. A penalty kick, one point, is scored when a drop kick goes over the crossbar on a penalty kick awarded for a foul in the end zone area.

If a ball goes out of bounds as a ground ball, soccer rules are used. If two players send the ball out-of-bounds, the official tosses the ball in the air between the two players; this rule also applies for a ball held between two players on the playing area. If the ball is sent over the end line, not scoring, by the attack or defense, the ball is put in play by a pass or kick (offense should pass and defense should punt).

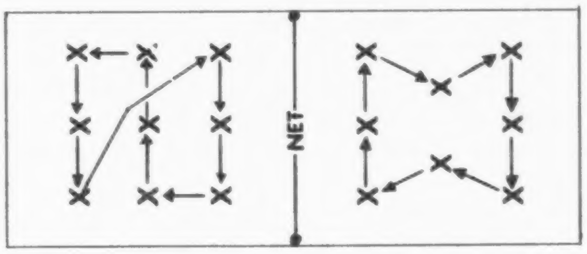
For violations (such as running with ball, touching ground ball with hands, holding ball longer than 3 seconds, or drop-kicking within end zone area), the ball is put in play by opponents using a free kick. If defense commits a violation in the end zone area, opponents get a penalty kick.

(Check official rule books for more specific regulation games.)

Volleyball

An official team consists of 6 players; more may play using a different rotation. A player in the right back position serves the ball over the net from a point behind the end line. The receiving team attempts to return the ball back over the net by batting it before it touches the ground. The ball continues in play until a player commits a foul or fails to return the ball. Only the serving side may score points, doing so by the receiving team's committing a foul or failing to return the ball. If the serving team failing to get the ball over on the serve, commits a foul, or fails to return a volley, sideout is called and the ball goes over to the receiving team who then becomes the serving team.

Positions and Serving



9 or more players, use "S" rotation

8 or less players, use circle rotation

Volley Tennis

Teams set up the same as for volleyball; net is set for the tennis height. Player in the right back position serves the ball; a front line player on the same team must hit the ball after allowing it to touch the floor on the serving side (Assist). Rules are primarily the same as for volleyball in the number of hits per side, and fouls and violations. One exception is that the ball may touch the floor once on each side after the serve; either before any volley, between two volleys, or after three volleys so long as it goes over the net after only one bounce.

TERMINOLOGY

Basketball

Dribble—Giving continuous impetus to the ball while moving; as soon as the dribble is stopped the feet must also stop.

Double dribble—Either dribbling with both hands, or dribbling, stopping, and dribbling again (violation).

Field goal—Scores two points, may be scored from any spot on the offensive playing area.

Foul—An infringement of the rules for which one or two unguarded free throws are awarded to the player fouled. Major types of fouls are blocking (player without ball fouls player with or without the ball), and charging (player with the ball fouls another player). If fouled in the act of shooting, player given two free throws; for all other fouls, one free throw.

Free throw—An unguarded shot at the basket from the free throw line, other players lined up on the parallel lines. The free throw, if made, scores one point and opponents receive the ball out-of-bounds under the basket; if missed, the ball is in play.

Handling the ball—A player may throw, bat, bounce, or roll or hand the ball to another player. May not kick the ball.

Tie or Jump ball—A player may cause a jump ball to be called by placing one or both hands securely on a ball held by an opponent. Any time that the ball is held by two opponents, a jump ball is called. The jump is taken in the closest circle with the official tossing the ball between the two players who

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attempt to hit it to their teammates on its down path. Ball may be tapped twice by one player; no other players may step into the circle area until ball is tapped. Jumpers may not touch the ball until it has touched the floor or another player.

Violation—Any infringement of ball handling or playing, other than personal contact. Violations are such things as travelling with the ball, illegal dribble, ball out-of-bounds, remaining longer than 3 seconds in free-throw area markings without the ball when own team has possession of the ball.

Football

Downed ball—The player is downed and the ball is dead when an opposing player touches him with both hands simultaneously (or gets his flag).

Fouls—It shall be a foul to tackle, trip, or rough another player and the penalty shall be 15 yards. It shall be a foul to use the hands in an attempt to block an opponent, and the penalty shall be 15 yards. It shall be a foul for a man to be offside before the ball is put in play. Penalty—5 yards. The offended team may choose between accepting the penalty or the down.

Fumbled ball—A fumbled ball belongs to the team recovering the ball.

Necessary gain—If in four consecutive downs a team has failed to move the ball 10 yards, it shall go to the opponents at that point. If in four consecutive downs, or less, the ball is moved 10 or more yards, the offensive team keeps possession of the ball and has four more opportunities to make 10 yards.

Passing—All offensive players are eligible to receive passes. Passes may be thrown anywhere behind the line of scrimmage.

Punting—The offensive team may decide to punt the ball when they feel they cannot make the necessary yardage for a first down and the ball is close to their goal line.

Soccer and Speedball

Aerial ball—Ball caught directly from the foot of any player without touching the ground; it may then be played in the air by passing, catching, punting, or drop-kicking.

Corner kick—Kick-in taken at corner of end line by the offense when the defense has sent the ball over their own end line.

Defense or defending team—Team not in possession of ball.

Dribble—Advancing the ball and self by tapping the ball with instep or outside of foot, on the ground.

Drop-kick—An aerial ball deliberately dropped to ground and then kicked after one bounce.

Foul—Wrong action involving body contact with opponent; or in soccer, touching ball with hands or arms.

Free Kick—Ground kick taken at spot of foul in soccer, or foul or violation in speedball; all players must be 5 yards from ball and player taking kick.

Juggle—Tossing the ball in air and advancing self to catch it.

Kick-in—Means of putting ball in play after opponents have caused it to go out-of-bounds.

Kick-off—Means of putting ball in play at the start of game and after each score, center of playing field.

Offense or attacking team—Team in possession of ball, attempting to score.

Passing—Method of kicking ball in soccer from teammate to teammate; in speedball, kicking or throwing ball to teammate.

Penalty Kick—Awarded offense for a foul committed by defense in the penalty or end zone area; taken on penalty kick mark, only goalie may defend goal area; if score made, kick-off taken in center of playing field; if no score, ball continues in play. All opponents and offense players must be outside penalty area.

Punt—Aerial ball dropped and kicked before touching the ground; used primarily by goalie and fullbacks.

Restraining lines—Two lines marked 10 yards from center line on both halves of the playing field; on kick-off, all opponents must remain behind restraining line until ball has been kicked by forward.

Tackling—Method of taking ball from opponent without any body contact.

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Violation—Any wrong action not involving body contact with opponent.

Softball

Ball—A pitched ball that does not go over home plate, or is higher than shoulder level or lower than knee level.

Fair ball—Any ball hit by a batter which settles in fair territory in the infield, goes over or hits first or third base, hits a fielder in fair territory.

Force out—The base runner is out if because of a batted ball he must advance a base and the baseman at the base he is running to gets the ball and tags the base before the runner reaches the base.

Foul ball—Any ball hit by the batter which settles in foul territory in the infield, lands outside the base lines in the outfield, hits a fielder who is outside the base lines.

Hit—Ball is batted into fair territory; after a hit, a batter becomes a base runner, advancing as many bases as he wishes.

Home run—Base runner, on a ball hit into fair territory, runs around all bases to return home safely.

Infield—Territory enclosed by the four bases.

Out—When the pitcher pitches three strikes, the batter is retired; if the first baseman receives the ball and touches the base before the runner reaches the base; or at the other three bases, the baseman tags the runner with the ball in his hands before the runner can reach the base; a fielder catches a batted ball before it touches the ground; a runner leaves a base before the ball leaves the pitcher's hand on a legal pitch.

Outfield—Territory outside the 1st, 2nd, and 3rd base lines.

Overthrow—A ball thrown out of reach of intended receiver.

Run—A player has advanced to all bases in sequence and reached home base before the third out.

Strike—A ball pitched over the home plate, and above the knees and below the shoulder of the batter.

Walk—When the pitcher has pitched four balls to the batter; when the pitched ball hits the batter if he has attempted to avoid it; then the batter goes to first base and may not be put out.

Volleyball

Dig—A legal underhand hit, using some form of a fist with the hands.

Foul—Wrong action; touching the net while ball is in play, touching center line while ball is in play, or allowing the ball to touch any part of the body other than the hands or forearms.

Point—Scored by the serving team; the receiving team either fails to return the serve, or in the process of volleying commits a foul or violation.

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Serve—Means of putting ball in play at the beginning of a game and after each point; usually an underhand hit hitting the ball from the holding hand.

Sideout—Called on the serving team, either for failing to return a volley, or committing a foul or violation.

Violation—Wrong action; stepping over the service line before serve is completed, more than three persons hitting or volleying the ball on one side, more than one consecutive hit by one player, holding, pushing or lifting the ball.

Volley—An overhead hit used to pass the ball to a teammate or over the net.

CHAPTER V

Stunts, Tumbling, Trampoline, and Apparatus

Purposes

To increase strength in shoulders, arms and trunk.
To increase kinesthetic awareness.
To increase flexibility, coordination, and ability to balance.
To learn to land correctly.
To learn and follow safety rules.
To learn body limits.
To recognize individual strengths and weaknesses.

Teaching Suggestions

Teach in progression. Do not progress to an advanced stunt until basics are thoroughly learned.

Use "spotters" for inverted stunts, balance couple stunts, and the trampoline.

Vary the type of activities within a day's program.

Give time for adequate practice.

When working on the bars or beams, at least two children can be accommodated by using both ends.

Emphasize that children must learn to *hold their own weight* and *find their own balance point.*

All activities should be reviewed each year, regardless of when taught. Fifth and sixth graders should be expected to accomplish first and second grade activities more quickly, and with more ease and form.

Spotting Techniques

A "spotter" should be used for activities such as head stands, hand stands, couple balance stunts, parallel bar work, balance beam work, and the trampoline. The purpose of the spotter is to assist the performer to find a balance point, or to help break the force of a possible fall. For the most part, in stunts and tumbling, spotters should stand at the side of the performer(s), rather than

Apparatus

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in front or behind. For work done in which the performer is supposed to support himself with locked elbows, the spotters should have one hand at the elbow joint and the other hand free to help break the fall. For head stands and hand stands, spotters should be in a well-balanced standing position (at the side) in order to assist the performer in getting in the upside down position and finding the balance point.

All children using the trampoline should understand that as spotters they are to station themselves around all sides of the trampoline, with their hands and arms up above the bed of the trampoline. They are gently to push a performer back onto the center of the trampoline if the performer starts to bounce onto the springs or off the trampoline.

Suggested Progressions

Forward Rolls

1. Log Roll
2. Egg Roll
3. Human Ball
4. Forward Roll

Backward Rolls

1. Back Roller
2. Backward Rolls

Trampoline

1. Basic and Check Bounces
2. Tuck Bounce
3. Pirouette
4. Drops
    a. seat
    b. knee
    c. four-point
    d. front
    e. back
5. Combinations

SUGGESTED INITIATION CH

Stunts

Stunts	Page			G
		K	1	2
Bear Walk	80	x		
Bouncing Ball	80		x	
Centipede	80			
Chinese Get-up	80			x
Chinese Pull-up	80			
Churn the Butter	80			
Coffee Grinder	80			
Crab Walk	80		x	
Cricket Walk	80		x	
Elephant Walk	80		x	
Frog Stand (Tripod)	80	x		
Gorilla Walk	80		x	
Hand Wrestle	80	x	x	
Head Balance	80			
Heel Click	80	x		
Indian Wrestle	80			x
Jump Stick	81			
Lame Puppy	81			
Lowering the Boom	81	x		
Measuring Worm (Inchworm)	81		x	
Puppy Dog Run	81			x
Rocking Horse	81	x		
Scooter	81		x	
Seal Crawl	81			x
Sitting Balance	81		x	
Skin the Snake	81			
Stick Wrestle	81			
Swagger Walk	81			
Through the Stick	81			
Tip-up	81			
Top	81			
Tightrope Walk	82	x		
Turk Stand	82	x		
Twister	82			x
V-up	82			
Wheelbarrow	82			
Wrestler's Bridge	82			
Wring the Dishrag	82			

SUGGESTED INITIATION CHART

Stunts

Page	K	1	2	3	4	5	6	arm & leg strength	arm strength	leg strength	coordination	flexibility	balance
80	x							x			x		
80		x									x		
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Stunts	Page	K	1	
Tumbling				
Back Roller	82	x		
Backward Roll	82		x	
Cartwheel	82			
Egg Roll	83	x		
Forward Roll	83		x	
Hand Spring	83			
Handstand	83			
Headstand	84			
Human Ball	84		x	
Log Roll (Pencil)	84	x		
Mule Kick	84			
Round Off	84			
Trampoline				
Back Drop	85			
Basic Bounce	85		x	
Check Bounce	85		x	
Combinations	85			x
Front Drop	85			x
Four-point Drop	86			x
Knee Drop	86		x	
Pirouette	86			x
Seat Drop	86		x	
Somersaults or Flips	86			
Swivel Hips	87			
Tuck Bounce	87			x
Apparatus				
Balance Beam	87		x	
Hanging Ropes	87		x	
Horizontal Bars or Ladders	87		x	
Parallel Bars	88		x	

Page	Grade Level								arm strength	leg strength	coordination	flexibility	balance
	K	1	2	3	4	5	6						
82	x										x	x	
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STUNTS

Bear Walk (arm and leg strength, coordination)

Bend forward, putting weight on hands and feet; move right hand and right foot together, rather than in opposition. May also raise hand and foot high in the air while maintaining balance.

Bouncing Ball (jumping)

From a bent knee position, child jumps up and down as a bouncing ball.

Centipede (couple stunt) (leg strength)

The larger of the two partners gets on hands and knees; other partner faces the same direction, puts hands about two feet in front of under person's hands and places legs and body on top so that he is gripping under person's body.

Variation: More than two can do this stunt; teacher should watch the size of those doing it and place larger and stronger children in the under position.

Chinese Get-up (couple stunt) (leg strength)

Partners stand back to back, elbows linked. The object is to sit down and stand back up again by pushing against each other's backs. To rise, children should put feet up close to body and push equally against partners' backs. (Children should be of approximately same size.)

Chinese Pull-up (couple stunt) (back strength)

Partners are sitting, facing each other with legs in straddle position and feet fraced against each other. Grasping a stick, they attempt to pull the other person to a standing position with one steady pull.

Churn the Butter (couple stunt) (back strength)

Standing back to back with elbows linked, one partner bends at the waist while the other partner gives a slight spring and lifts self into the air. Alternate lifting. The partners should not try to lift each other too high. A third child may serve as a spotter.

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Coffee Grinder (arm strength)

From a side-leaning position, walk around the hand with the arm fully extended. Change and walk around the other hand. Be sure body is fully extended and straight.

Crab Walk (arm and leg strength)

From a sitting position with support on hands and feet, lift trunk up to parallel position with the floor. Child may move sideways, forward, and back. Body should be kept as straight as possible.

Cricket Walk (arm and leg strength)

Child squats with knees apart. Hands go between knees and around legs to grasp ankles; walk forward or backward.

Elephant Walk (coordination)

Bend forward, join hands in front of body, as a trunk; keep legs straight while moving slowly, trunk swings on same side as step is taken.

Frog Stand (Tripod) (balance)

Placing hands and head on the floor in a triangle position, lift legs onto the shelf formed by the upper arms one at time, and balance.

Gorilla Walk (coordination)

Bend knees slightly, arms hanging at side; as the walk is done, fingers touch the ground with each step.

Hand Wrestle (couple stunt) (arm strength)

In a standing position with right foot against partner's right foot and grasping right hands, attempt to cause the partner to lose his balance.

Head Balance (balance)

Place an object on top of head, child sees how long he can walk while balancing object.

Heel Click (coordination)

Stand with feet slightly apart, jump into air, click heels together, coming down with feet apart.

Indian Wrestle or Leg Wrestle (couple stunt) (leg strength)

In starting position of lying on backs, facing opposite direction and hips together, partners lift and entwine legs and the attempt to cause the other person to lose balance by pushing down to floor.

Jump Stick (jumping)

Holding a three foot wand or stick with hands in front, attempt to jump over the stick (and may attempt to jump back). Stick should be held in finger tips, so that if feet hit the stick it may be released quickly.

Lame Puppy (arm and leg strength)

Walk on hands and one foot, other foot held in the air as though it were hurt. Keep eyes forward. Change injured leg.

Lowering the Boom (arm strength)

From a front-leaning position, slowly lower self to the floor, using only the arm. Body remains straight.

Measuring Worm or Inchworm (coordination)

From a front-leaning position, move the feet up to the hands, then move hands away from feet to the front-leaning position. Hands should move, and then feet; not hands and feet together.

Puppy Dog Run (arm and leg strength)

Placing hands on the floor, bend knees and arms slightly, move with weight even on hands and feet. Can also move as a kitten; springing, tip-toe. Keep head up.

Rocking Horse (flexibility)

From a front lying position, child reaches back and grasps ankles in hands, rocking from chest to thighs and back.

Scooter (couple stunt) (leg strength, coordination)

Partners sit facing each other, with feet under partner's buttocks. The object is to lift the partner, extend legs forward; then other partner brings legs to body, lefting partner while doing stunt.

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Seal Crawl (arm strength)

In a prone position on the floor, support body on hands with arms extended; walk forward using only arms to pull body. Body should be straight and head up.

Sitting Balance (couple stunt) (leg strength, balance)

Support person lies on back, with legs pointing to the ceiling, feet flat. Partner sits on soles of feet and attempts to balance. Spotter behind to catch top person.

Skin the Snake (group stunt) (coordination)

A group of 6-8 children stand facing the same direction. Each puts own right hand between legs, takes right hand of person in front with own left. Without dropping hands, children move backwards so that last person in the line may lie down on the floor; each child does this until all are on the floor. Then the last child stands and moves forward, pulling each succeeding child until all are in starting position.

Stick Wrestle (couple stunt) (arm and back strength)

Partners facing, grasping stick between them; attempt to cause partner to lose balance by twisting and applying pressure on the stick.

Swagger Walk (coordination)

Child attempts to move forward by placing one foot behind the other, bending the forward knee so that back leg may move forward. Alternate feet in moving forward.

Through the Stick (coordination)

Holding a three foot stick in front, attempt to circle the body by stepping over the stick, bring it up behind the back and back to start position without loosening hold on stick.

Tip- up (arm strength, balance)

Hands are placed on the mat with fingers pointing straight ahead. The legs are placed upon the upper arms. From this position, the child attempts to bend forward and balance on hands only. Head must be held up, looking straight ahead.

Top (jumping)

From a standing position, have the child turn self while in the air to face the opposite direction; may also turn 3/4s around and completely around.

Tightrope Walk (coordination)

Child selects a line to use as high wire, walks on it placing one foot in front of the other, and using arms for balance as if high off the ground.

Turk Stand (leg strength, coordination)

With feet apart and arms folded at chest, pivot around and face opposite direction on balls of feet so that legs are crossed. Sit down without the use of the arms or hands, and then stand, pivot back to original position.

Twister (couple stunt) (coordination)

Children stand facing each other, shaking hands. #1 swings right leg over #2's head and turns to face the opposite direction. #2 swings left leg over #1's bent back, partners now back to back. #1 swings left leg over partner's back to face original position, #2 swings right leg and they finish facing each other.

V-up (balance)

Child is on back with arms extended over the head. Keeping the legs and arms straight, he attempts to pull up so that he is balanced on seat and is able to hold the position.

Wheelbarrow (couple stunt) (arm strength)

One partner on the floor in a front-leaning position; other partner picks up partner's feet. With body kept straight, the down person moves on hands while up person pushes.

Wrestler's Bridge (or Bridge) (arm and leg strength)

From a back-lying position, bring feet up to body so that they are flat on the floor; hands are placed on floor with fingers pointed toward toes. From this position, arch body up off the floor.

Wring the Dishrag (couple stunt) (coordination)

Children face each other with hands joined; raise one pair of arms and turn under until back in face-to-face position.

Back Roller

Child sits on floor
the shoulders and

Backward Roll

Squat to stand—in
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position, hands an
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Stand to stand—fr
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Back straddle—sta
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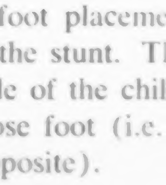

Cartwheel

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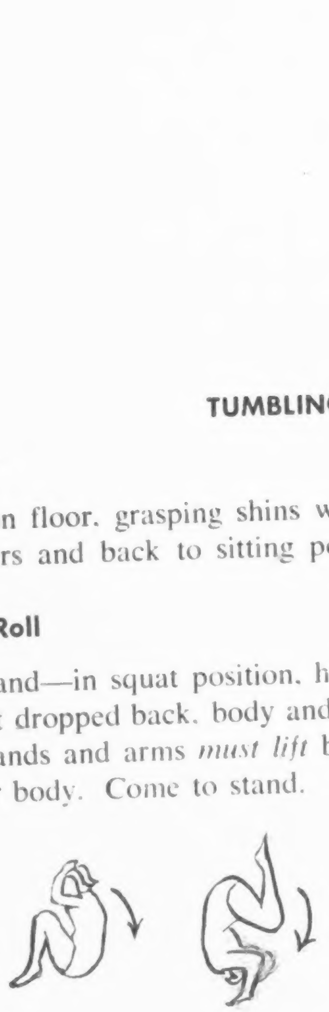
TUMBLING

Back Roller

Child sits on floor, grasping shins with hands, and rolls back to the shoulders and back to sitting position.

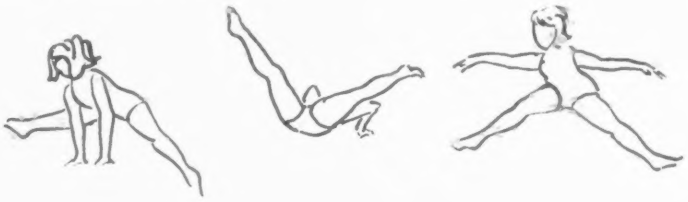
Backward Roll

Squat to stand—in squat position, hands at shoulders with palms up. Weight dropped back, body and head tucked, roll to inverted position, hands and arms *must lift* body in order to get head out from under body. Come to stand.



Stand to stand—from a standing position, drop back to a backward roll to a stand.

Back straddle—stand in straddle position, drop back keeping legs in straddle position, and return to standing straddle position.

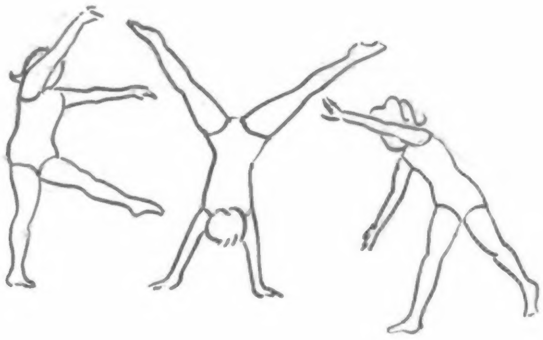


Cartwheel

Hand-foot placement: Child stands sideways to direction going to do the stunt. The hand closest to that direction goes down to the side of the child, then the other hand, the far foot, and then the close foot (i.e. right hand, left hand, left foot, right foot; or the opposite).

After hand-foot placement has been learned, child attempts to spring with feet after the hands have touched the floor. Each attempt should be done with a little higher spring.

The complete cartwheel is done with the body in a straight line while upside-down.

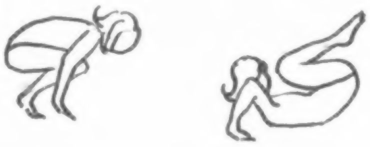


Egg Roll

Child goes to a low hand-knee position, rolls to side to back to side to front.

Forward Roll

Squat to stand—squat on mat, knees to the inside of arms, fingers pointing forward. Tuck head forward as hips are lifted. *Shoulders touch mat first,* body stays tucked until feet touch, stand.



Stand to stand—start in standing position, drop quickly to squat, roll, and stand.

Dive and roll—run a few steps, take off from *both* feet, weight taken on hands, head and body tucked, roll to stand over people (lying flat, or on hands and knees.)

Straddle forward roll—standing in straddle position, hands placed on floor as far back as possible, tuck head, weight on hands, roll and come to straddle position.

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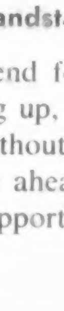

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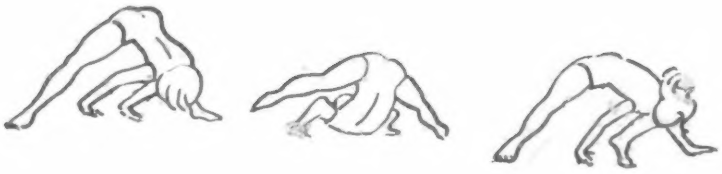
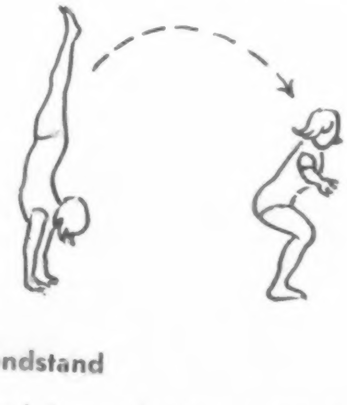


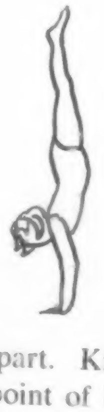
Hand Spring

Over a mat. 1. Using a rolled mat of approximately one foot in height, child does a hand stand in front of the mat letting the body go over the mat. Child must be warned to *carry own weight* with the arms until about three-quarters of the way over the mat. Legs bend upon touching the floor to absorb weight. 2. The child should practice the handspring from the top of the rolled mat.

With a towel or safety belt. With spotters holding a towel wrapped around the waist or with the use of a safety belt, child does hand spring. Child must carry own weight at all times. Spotters move with performer.

Hand Spring. Taking a short run, performer places both hands on floor, elbows locked, and kicks legs up and over the head. As body comes to an upright position, the legs, knees and ankles are bent to absorb force of landing.



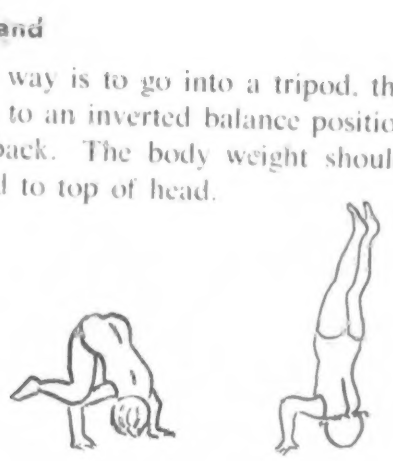


Handstand

Bend forward placing hands shoulder distance apart. Kick one leg up, immediately followed by the other. Find point of balance without too much arch in lower back. Position of shoulders should be ahead of hands since shoulders will roll back when arms are supporting body weight.

Headstand

Easiest way is to go into a tripod, then using back muscles, push legs up to an inverted balance position, without too much arch in lower back. The body weight should be on top of forehead as opposed to top of head.



Human Ball

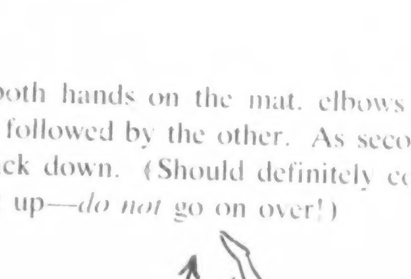
Child sits on floor, feet apart. Hands are put between the knees and around to the outside of the ankles. Keeping body rounded, child rolls to contact with one knee, a shoulder, to the other shoulder, to the opposite knee, and back to sitting position.

Log or Pencil Roll

From a front-lying position, child rolls to side to back to side to front. He attempts to keep body as straight as possible while turning.

Mule Kick

Bend forward, place both hands on the mat, elbows straight and kick up with one foot, followed by the other. As second foot goes up, first foot comes back down. (Should definitely come down in same direction as went up—*do not* go on over!)



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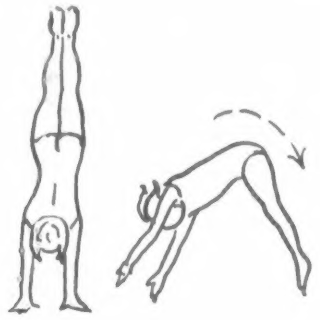
Round Off

Done from a "front" approach. This stunt is a more advanced cartwheel. In this, rather than the feet touching the floor separately, the trailing leg catches up with the lead leg, and the two legs come to the floor together. A quarter-turn is done in doing this stunt. (At completion a 180° turn).

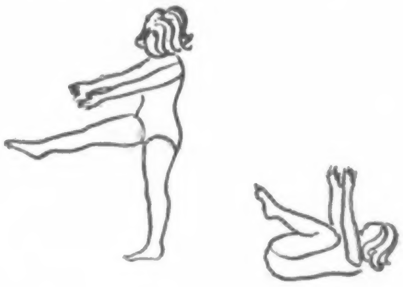


TRAMPOLINE

Back Drop

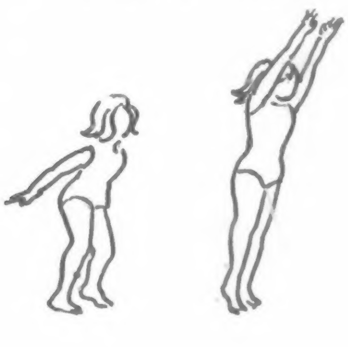
From stand. Kick one foot upward, back in a slightly rounded position. Drop to back, landing on trunk area (hips to shoulders) with knees up to chest. Head tucked into chest so there is no neck snap.

With small bounce. Repeat above with a small bounce, attempting to stand after the drop by kicking down and back.



Basic Bounce

Vertical movement from 2-foot take-off. Feet shoulder distance apart when landing, together with toes pointed when in the air. Arms used in an upward-swinging motion for height and balance. (Up as body goes up, down as body comes down; may refer to same motion as jumping rope backwards.)



Check Bounce

Feet further apart on landing, knees bent. A safety measure which all children should learn before going on to other skills; method of stopping.

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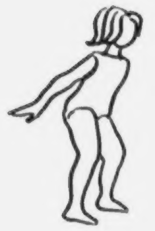


Combinations

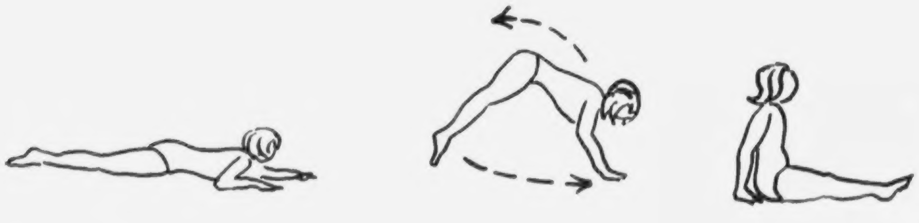
Bounces between. Any of the basic drops may be combined with others using vertical bounces between drop.

No bounces between. Drops may be combined with each other, using no bounces between.

Knee to seat—and seat to knee

Seat to 4-point (hands and knees)—and 4-point (hands and knees) to seat

Seat drop to front. From a seat drop, lift hips up and land in front drop. May be done in tuck, pike or straddle position.



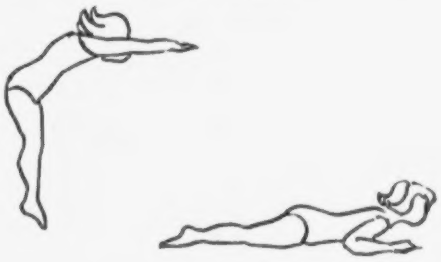
Front drop to seat. Reverse of above stunt.

Half twist to seat. From a vertical bounce, half twist or pirouette and finish in a seat drop with no bounces between twist and drop.

Seat to half twist. Seat drop and twist (or pirouette) half around, finish in standing position.

Front Drop

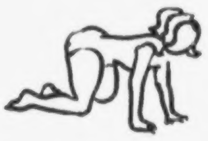
From 4-point (hands and knees). Extend legs back and bring forearms level with body; fingers touching in front of face; weight evenly spread over entire body on landing. Waist should land where feet were on vertical bounce.



Standing. In the air, hips are lifted, body in horizontal position in the air landing the same as for front drop from 4-point.

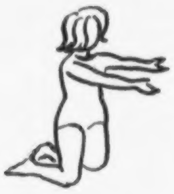
Four-point drop or Hand-knee

At peak of vertical bounce, lift hips so that trunk is parallel with bed. Land on hands and knees all at once. Push with hands and straighten legs to return to vertical position. (Knees under hips, hands under shoulder—box position.



Knee Drop

At peak of vertical bounce, bend knees with feet going backward, land on leg shin with back straight (not stiff). Use arms in upward swing to return to basic bounce.



Pirouette

(Used in following twisting stunts.)

From a vertical bounce, the arms are both swung over the head in the direction of the turn. Students should be able to control

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Seat Drop

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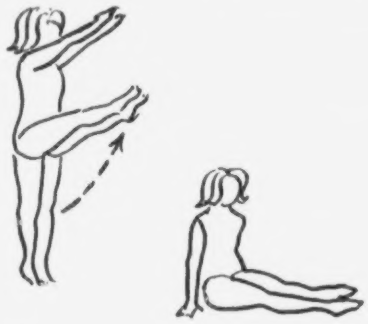
both swung over the head
should be able to control

body in doing half and full turns *before* going on to the following stunts. Positions taken in the air, held for drop, then straighten after rebound starts.

Seat Drop

At the peak of vertical bounce, lift feet and land on seat, with hands touching the bed at the hips. Use push with arms swinging upward to return to basic bounce. Feet and seat must land at the same time.



Somersaults or Flips

Forward Somersault Progressions

Forward roll as done on the mats, using hands, tucking head.

With 2-3 bounces, forward roll using hands.

With small bounce, a forward roll not using hands and attempt to land in seat drop positions.

With moderate bounce, attempt to do forward somersault and land on feet.

Backward Somersault Progressions

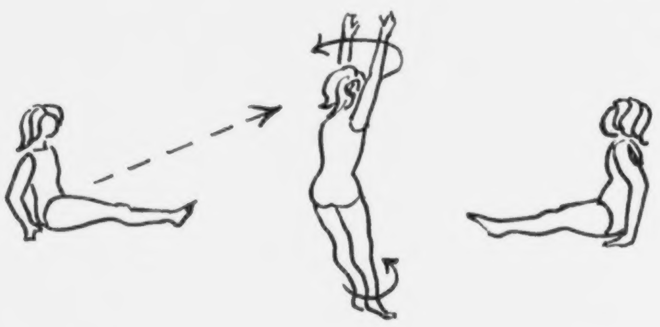
Review back drop and backward roll.

After doing a back drop, attempt to pull feet back over the head, and land in front drop position.

With moderate bounce, attempt to do back somersault, remaining in a tucked position, and land on feet. Progress to a finish position of standing.

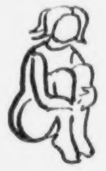
Swivel Hips

From a seat drop lift the body to an extension in the air, push with arms and, swinging them over the head, simultaneously swing legs under the body, and land in seat drop facing opposite direction.



Tuck Bounce

When body is in the air, bend knees up to chest, hands clasping shins. Bring *knees to chest,* keeping head and back straight.



APPARATUS[1]

Balance Beam

Once the children become familiar with the basic activities presented below, they should be encouraged to experiment with other movements and methods of locomotion on the beam.

Walk across the beam, jump down. Be sure that landing is done in a bent, relaxed manner.

Walk half-way across beam, turn around, and walk back.

Attempt sliding forward, skipping and running across beam.

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[1] Note: Safety mats are a necessity for all apparatus. They should be placed completely around the apparatus.

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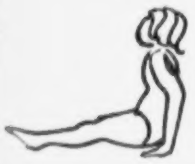

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Slide sideways.

Walk backwards.

Jump with small bounces in the center of the beam.

Walk to center, squat, rise, and continue walking to end of beam.

Walk to center, balance on one foot, lean forward so that trunk and leg are horizontal.

Walk to center, sit with legs and arms up in the air to form a "V" with the body.

Hanging Ropes

This equipment is particularly of value for strengthening arm and shoulder muscles.

Jump as high as possible, grasp rope, and hang.

Reach for rope on tip-toe, grasp, then attempt to pull self up using only arms so that chin touches hands.

Reach high, grasp rope, pull self up so that feet are on the rope. Rope is held between feet either between the insteps, or wrapped around one leg and then over the instep. Attempt to climb; come down the rope in the same manner as going up—hand over hand.

Attempt to climb using only the arms; this may be done from lying, sitting, or standing positions.

Horizontal Ladders or Bars

Corkscrew Hang—Hang with one hand to a rung. Twist the body as far one way as it will go, and then twist it back the other way like a corkscrew.

Chin—Using the palms away grip, raise the chin above a rung.

Kip Over—With the hands on the rails and the body facing out, bring the feet up over the top of the ladder. Return to position.

Travels—Move forward using every other rung. Try using every third rung.

Hand Jumping—Jump both hands at once from one rung to the next. Body swing is important.

Jumping on the Side Rails—With the hands on the side rails, make progress forward by moving both hands at once. Also move backwards.

Jump and Chin—Begin on the first rung and raise the chin over the rung. Jump to the next rung with both hands at once and again chin. Repeat down the ladder.

Monkey Crawl—Travel underneath the bar with the hands and feet. Move forward and backward.

Parallel Bars

The bars may be used either for hanging activities (bars above head) or for holding body activities (bars approximately shoulder high).

Parallel Bars (high)

1. Jump, grasp bar, and hang.
2. Jump, grasp bar, and going hand over hand travel the length of the bar. May be done travelling forward, sideways, or backwards.
3. Jump, grasp bar, hang with feet at right angle to body. Legs straight.
4. Jump, hang straight, attempt to pull self so that chin is on bars using arms and shoulders only.
5. Backward somersault.

Parallel Bar

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Parallel Bars (low)

1. Jump, hands on top of bars, push so that body is held straight up with the elbows locked.
2. From the above position, travel the bars moving one hand at a time. Weight must be slightly transferred with each "step" taken.
3. From the first position, attempt to swing the body back and forth; keep swing low and primarily with the legs; hips should remain close to the hands.
4. Using the swing, lift legs over one bar and sit on the bar.
5. Using the swing, lift legs and straddle the two bars. Then attempt to travel on the bars by keeping the legs straight and rolling body over the legs and catching self with the hands ahead of the legs. Legs then swing over, down, and back up to the bars in front of the hands. This must be done with a smooth, continuous rhythm and fairly quickly.
6. Grasp bars, bring feet up over the head, and slide toes on the bar until body is in an upside-down position and forming a "nest."

(Hand positions on the bars should always be one of thumb and fingers opposing. For hanging stunts, the hands may be either palm facing or palm away from self.)

CHAPTER VI

Individual, Dual, and Small Group Activities

Purposes

To learn activities for playing alone, with one other person, or in small groups.

To use basic skills when playing alone, or with small groups.

To learn activities for use during after-school hours.

Teaching Suggestions

Track and field events and rope jumping are probably the only activities which should take up much of the regular physical education period. The other activities many times limit participation because of a lack of equipment or space; these activities may be introduced in a
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SUGGESTED INITIATION CHART

Individual, Dual, and Small Group Activities	Page	K	1
Four Square	92		
Hopscotch	92	x	
Jumping ropes	92	x	
Tetherball	93		
Track and Field Events	94		
Dashes	94		
Baton relays	94		
Standing broad jump	94		
Running broad jump	94		
High jump	94		
Hop, step, jump	94		
Throwing events	94		
Basketball	94		
Football	94		
Softball	94		
Swimming	95		

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introduced in a physical education period, and then encouraged for play during recess or leisure time.

Track and field events *should have sufficient practice* before any track meet is scheduled. Track meets should never be held between different grade levels; i.e., fourth grade should compete against *only* fourth grade. Even within a particular grade, some selection should be made so that skilled compete only against others who are skilled.

If a swimming pool is available to the school, the program will almost of necessity be a before- or after-school activity. The usual physical education program is seldom long enough to make it practical to teach swimming. However, every teacher who has a class involved in a school swimming program should know some of the basics. (The American Red Cross and the Y.M.C.A. programs are both widely used.)

SUGGESTED INITIATION CHART

Page	Grade Level						
	K	1	2	3	4	5	6
92				x			
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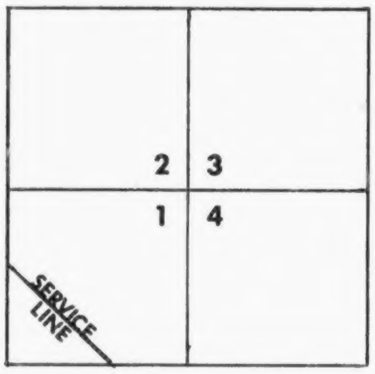
Four Square

At least four players, one playground ball. The following diagram is drawn on the floor or cement:



The player in the #1 square must stay behind the service line while serving. The serve always starts in #1 square. A serve consists of dropping the ball to the ground and hitting it on the rebound to another player's square. From the serve on, the ball should bounce once in any square with the player in that square hitting the ball to another square. For any fault, the player making the fault moves to square #4 and other players move ahead. Object is to get into square #1 and stay there.

Faults:

Hitting ball sidearm or overhand.

Ball landing on a line between squares. (Ball landing on boundary lines is good.)

Stepping into another square to play ball; may step outside boundary lines to play ball.

Allowing ball to touch body other than on hands.

Catching or carrying the ball.

Variations:

Four players on squares; extra players form line behind #4 square. Upon a committed fault, player committing fault goes to end of line, other players move one square, and first player in the line moves into square #4.

Hopscotch

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Hopscotch

Two to five players, each player with an object which may be thrown and will drop without rolling. The object of the game is to toss object to a specific square, hop into other squares (one foot in single boxes and both feet in double boxes) hopping over the box in which his object is, turn at the end and return, stopping at the box before the one containing his object, picking up object and continuing without using support other than the leg or legs he is balanced on. Continues with his turn until he faults.

Faults:

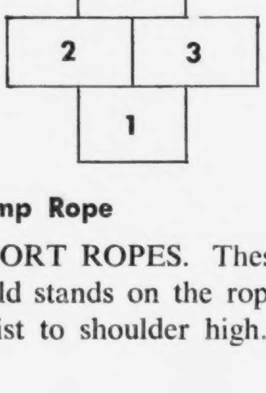
Stepping in box with object.

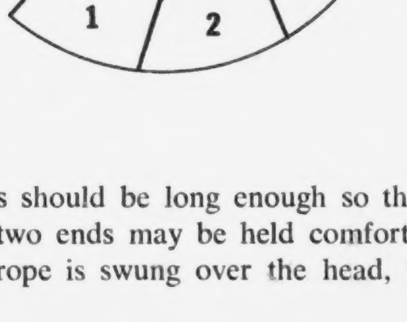
Stepping on any lines.

Failing to toss object in correct successive box.

Falling, or using another limb for support.

There are many formations for the hopscotch squares—lines, squares, crosses, or snails. Two of the most common are illustrated below:





Jump Rope

SHORT ROPES. These ropes should be long enough so that if child stands on the rope, the two ends may be held comfortably waist to shoulder high. The rope is swung over the head, then jumped as the rope touches the ground. The rope may be started behind (jumping forward), started in front (jumping backwards), medium speed, or fast (hot peppers). In jumping, the child may simply jump only when the rope comes around; or take a double jump, once when the rope comes around to the ground and once while it is over the head.

Variations:

Alternating feet, hopping on one foot, alternate hopping feet, running, skipping.

Double Turn—rope passes twice under the feet before jumper lands (rope turned double speed).

Cross Over—when the rope is over the head, hands are crossed so that body must go through a smaller area.

Partners—partner jumps in the same rhythm and inside the rope with rope turner.

LONG ROPES. Ropes approximately 12-15 feet long. Rope turned by two persons, standing opposite each other with rope touching ground to start.

Ocean Wave—rope swung in pendulum fashion, about six inches off ground at highest point. Child jumps the rope as it touches the ground.

CONVENTIONAL JUMP ROPE. Child starts in center of rope, the rope is swung over his head in continuous circles. Child jumps as rope touches ground. While the rope is turning, child starting out of the center attempts to run in under the rope and begin jumping. Then runs out while rope is over head, avoiding being touched by the rope.

High Waters—rope is turned so that at lowest point it is 6 inches off the ground; child attempts to jump it without catching the rope on his feet.

School—object is to run into center while rope is turning, jump once for first grade, then run out. Each successive turn, child takes as many jumps as the number of the grade, and then runs out. If he misses, must stay in that grade until successful.

Double Dutch—two ropes of equal length, the two turners each have end of both ropes in their hands, ropes then about one foot

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apart. Jumper jumps both ropes as one is turned in CW direction alternated with the other going in CCW direction.

Egg Beater—two ropes at right angles to each other forming a cross four children turning. Jumper goes to intersecting part and jumps.

Variations:

Have more than one person jumping at a time.

Bounce a ball while jumping.

Jump with a short rope while in the center of a long rope.

RHYMES. Short rhymes with action words are used by children gaining skill with jumping. Some of the more popular ones are:

"Mabel, Mabel, set the table,
Bring the plates if you are able,
Don't forget the salt and Red Hot Pepper."

With the words "Red Hot Pepper," the rope is turned as fast as possible, and jumper jumps until he misses.

"Teddy Bear, Teddy Bear, turn around
Teddy Bear, Teddy Bear, touch the ground
Teddy Bear, Teddy Bear, show your shoes
Teddy Bear, Teddy Bear, better skiddoo
Teddy Bear, Teddy Bear, go upstairs
Teddy Bear, Teddy Bear, say your prayers
Teddy Bear, Teddy Bear, turn out the light
Teddy Bear, Teddy Bear, say Good Night."

Child jumping imitates the second half of each line; on the words "skiddoo" and "night," runs out from underneath the rope.

Tether Ball

Two players, or two teams of from 2-4 players. Equipment needed is a ball securely attached to a rope of 6-8 feet in length; the rope attached to a secure pole of 8-10 feet in height. The object of the game is for one player or one team to hit the ball in such a manner that it will twine itself all the way around the pole. The other player or team is attempting to do the same thing, making the ball go the opporite direction around the pole. Players may not catch or hold the ball once it is put into play, may not touch the ball with any part of the body other than the hands, or touch the rope at all. Team succeeding in getting rope wound completely around the pole is the winner.

Track and Field Activities

Dashes, Relays

Fourth grade—40 yard dash
Fifth grade—50 yard dash
Sixth grade—60 yard dash

Running techniques presented in Movement Education section should be reviewed. The children should be taught to continue a fast run until completely past the finish line.

Sprinter starts may be used by 5th and 6th graders. This skill involves starting in a squat position with legs in stride position; a strong push with the rear leg; and a 45 degree angle at the start, with a gradual rise to regular running lean.

Baton Relays

Baton passing may begin in the 6th grade. Runner carries baton in right hand and passes to the next runner's left hand; this second runner changes baton to his right hand once he is in running stride. Second runner should be ready with feet in beginning stride position, with right side turned so that he may observe runner coming toward him. He begins his stride slowly when first runner is about 3-5 feet away from him. Distances for relays may be 440 yards or 220 yards.

Jumping Events

Fourth grade—running and standing broad jump
Fifth grade—running and standing broad jump
Sixth grade—running and standing broad jump, high jump, hop, step, jump

Standing Broad Jump

In the standing broad jump, the performer stands with both feet toeing the starting line. In order to achieve a good

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jump, he should bend in a half-stoop position with arms in preparatory motion behind him. As he jumps forward, the arms swing forward to aid in distance and for balance. Since the distance is measured from the starting line to the closest part of the body, touching the ground, the performer will want body motion to be forward. Knees during flight are brought up and forward, on landing are bent to absorb shock.

Running Broad Jump

The same basic form is used for the running broad jump, except that a running start is used, and the take-off is from one foot with legs coming together in flight.

High Jump

The high jump may be taught through two different methods: scissors or Western roll. The scissors is executed thus: approach from a slight angle, take-off from outside leg, front leg goes over bar first, followed quickly by rear leg, arms aid in upward lift, landing on lead foot and then rear. The Western Roll technique is: from a 45 degree angle approach, take-off on the inside foot, body goes over bar face down, landing on both hands and rear leg which went over the bar first.

Hop, Step, Jump

The hop, step, jump is executed by: running take-off on one foot doing a hop, followed by a large step, and then a jump; measurement taken from starting line to the heel of the closest foot touching after the jump.

Throwing Events

Fourth grade—softball throw

Fifth grade—softball throw, basketball throw

Sixth grade—softball, basketball, and football throw

The most common throwing events for grade schools are those using basketballs, softballs and footballs. The throw techniques are those of an overhand throw, working for distance. The performer usually has a short running preparatory movement, runs to the starting line and throws. The distance is measured from the starting line to the spot the ball first touched.

Swimming

Floating

This skill may be done in a prone or back lying position. It is important for the child to realize that if he relaxes, the water will hold him up. The body should be in a horizontal position on top of the water. Body segments which are out of the water tend to cause the body to sink. In the back float, the arms may be moved to determine which position is best for floating.

Elementary Back Stroke

This is a safety stroke which should be taught early to all children. The child in a back lying position with arms at the side and the hips slightly dropped, begins to move the arms up along the sides of the body to a 45 degree angle from the body (always moving just under the surface of the water). When the arms reach this position, the legs drop down from the knees, the feet and lower legs are rotated outward and brought together with a "whipping" motion. At the same time, the arms with a smooth steady pull are brought back to the sides.

American Crawl

In this stroke, the swimmer is face down in the water with the body flat. The legs do a continuous 'flutter" kick; this is accomplished by moving the legs in an up and down fashion, bending primarily at the hips with knees and ankles slightly flexible to go with the motion. The arms move in alternate fashion; the movement is one of pulling the water toward the body with a reach toward the bottom of the pool

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and then with the elbow leading, the arm comes out of the water and reaches forward. Breathing is done by turning the head to the side as one arm pulls, take a "bite" of air, and return the face into the water (head is *not* lifted out of the water).

Side Stroke

For this stroke, the person rests on one side with the underneath arm stretched over the head; the top arm rests on the side, and the legs are straight. The leg action is begun by bending the knees, separating the legs, and stretching forward with the top leg and backward with the bottom; the legs are then brought together forcefully in a scissors-fashion. As the leg action starts, the bottom arm begins a pull toward the body at a 45 degree angle and the top arm slides up the body to the armpit. On the scissors action of the legs, the top arm slides back to the starting position, and the bottom arm pushes the water toward the feet in returning to its starting position. Because this is a resting stroke, following the leg and arm action, there should be a definite gliding action of the body with arms and legs at rest.

Treading

This is not a stroke, but should be learned for resting and safety. The body is in a vertical position with only the head out of the water. Action of both arms and legs should be smooth and slow, with little up and down motion. The legs may either move in a "bicycling" movement, or in the scissors kick learned in the Side Stroke. The arms and hands move in a sculling motion; palms of hands face down and moving in a figure eight close to the hips.
Further skills should be checked by reading either the American Red Cross *Swimming and Diving Manual* or the Y.M.C.A. instruction manual.

CHAPTER VII

Evaluation in Physical Education

What is Evaluation?

What is evaluation and why do we need it? This question is asked quite frequently, and unless one is able to answer it properly, it is not possible to develop a sound physical education program. This chapter will attempt to provide an answer to this question, and in addition, provide the teacher with the tools for at least a portion of his evaluation program.

When we evaluate something, we take a critical look at it in light of criteria we have previously selected. As an example, a coach might evaluate his team's chances of winning a contest, using such criteria as team speed, team size, individual player abilities, weather, and location of the contest. After taking these items into consideration, the coach would probably be able to come to some conclusion (the evaluation) about his team's chances to win the contest.

In education, the evaluation process is a continual one. It begins with the establishment of program objectives based upon the philosophy of those responsible for the program. This is an extremely crucial step, and part of the answer as to whether the program will be a good, mediocre, or poor, will be found here. Too many programs appear to have been established with little or no regard to this step. Too many instructors find themselves conducting programs with little thought as to whether or not the objectives (if indeed these have ever been clearly stated) are in line with their own philosophy and the objectives of the profession. This is unfortunate, and it is no wonder that physical education, in many areas, finds itself in a constant battle for survival and or growth.

Following the establishment of objectives, the organization of the program takes place. Some questions to be asked here are: What instructional plan is to be followed in order that the objectives may be achieved? What activities are to be selected? What other experiences outside of activity may be brought into use?

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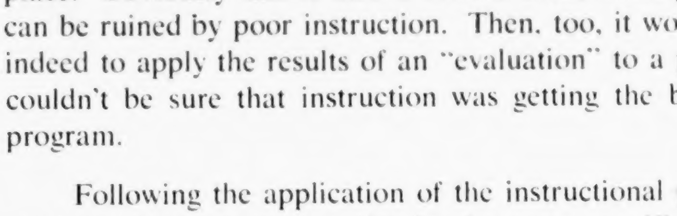
The next step in the process is the actual teaching that takes place. Obviously this is also a crucial area, since good programs can be ruined by poor instruction. Then, too, it would be difficult indeed to apply the results of an "evaluation" to a program if one couldn't be sure that instruction was getting the best out of the program.

Following the application of the instructional program to the students, the process of evaluation becomes specific. Certain tests are applied in this phase of evaluation. This phase, called measurement, provides the data for the evaluation process, and the tests are tools used for the gathering of data. This is only the beginning phase, and nothing much has been accomplished until the data is analyzed and compared with the objectives established in the beginning. Only after this has been accomplished can it be said that the program has been evaluated. With these results, new objectives can be established, a new program organization developed, and a new entrance into the teaching phase of the instructional process begun.

The continual function of evaluation within the instructional process can best be seen by the use of the following model.

THE PROCESS OF INSTRUCTION



As is apparent from the previous discussion, the terms "evaluation," "measurement" and "test" are not synonymous. They are, however, related, and a clear understanding of this relationship is necessary before one can successfully undertake the evaluation of his program.

Principles of Evaluation

If evaluation is to be successful, there are a number of principles which must be taken into consideration. Several of these follow:

1. Evaluation must always be related to the objectives of the program. In fact, the only justification of evaluation is the follow-up which accompanies it, i.e., a comparison of the results with the objectives.
2. Good evaluation occurs when the procedures are applied to both the *product*, i.e., the student, and the *process* of physical education itself.
3. Evaluation does not take the place of teaching.
4. Evaluation is used for a specific purpose.
5. Evaluation must be conducted by competent personnel.

Competencies Needed by Evaluation Personnel

Beyond the fact that the teacher must understand the place of evaluation in the total educational process, there are some specific competencies he must possess. The teacher must:

1. Know what evaluation techniques are available for his use, and where these can be located.
2. Know how to evaluate the tests which are being considered for use.
3. Know how to interpret the results of his evaluation work, i.e., have a basic knowledge of statistics so that the necessary comparisons with the criteria can be made.
4. Know how to construct tests of his own.
5. Know how to use the results of his evaluation to the best interests of his students.
6. Know how to organize and administer the total evaluation program.

Organization and Administration

Evaluation doesn't just happen. It's the product of careful thought and efficient planning. The steps involved can generally be thought of as encompassing three phases. These are:

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1. **Test selection**
2. **Test administration**
3. **Test interpretation**

TEST SELECTION. The first consideration in this phase concerns the question of what is being evaluated. Since one is interested in determining the effect of the program on the student, he will probably be interested in evaluating both. We speak of this as evaluating the *product*, i.e., the student, and the *process*, i.e., the program.

Once one has determined what is evaluated, the selection of the tests follows. In doing this, he must consider such things as the *validity*, *reliability* and *objectivity* of the test he wishes to use. Also, is the test administratively feasible, i.e., are the factors of time, facilities, equipment, personnel, etc., such that the test can be administered in his setting? Have norms been established for this test?

If these questions can be answered satisfactorily, then he can proceed with the next phase, that of test administration.

TEST ADMINISTRATION. This phase concerns matters directly involved with the administration of the test. An efficient organizational scheme is necessary to avoid confusion and to help control the variables which might influence the test results.

The flow chart is a diagram of the testing area which, when put to use, enables the students to pass efficiently from one testing area to another with a minimum of confusion. It also provides for arrangement of the test items, so that the students are not handicapped by having, for example, all the test items involving the arms in succession. A practice run through the flow chart is helpful in orienting the students to the test program, and will help insure a smooth flow during the actual test administration.

The scoring of the test items is one of the most important items in the test administration. The persons doing the scoring and recording should be familiar with the test instruments and the recording instruments, so that bias in these factors is controlled as much as possible.

TEST INTERPRETATION. As has previously been mentioned, the only justification for having an evaluation program is the follow-up which accompanies it. This involves the conversion of the raw scores, the comparison of the results with established norms, the interpretation of the results by means of profile charts, graphs, etc., and the follow-up as indicated previously, i.e., the establishment of new objectives, new teaching methods and more evaluation. Evaluation is a never-ending process, and an absolute necessity in order to develop and maintain sound programs.

PHYSICAL FITNESS AND SELF TESTING ACTIVITIES

Purposes

To be able to do everyday work as efficiently as possible, and have sufficient energy to meet any emergencies.

To screen low-fitness students and attempt to provide a program in which they may improve areas of low-fitness.

To provide activities which will help students maintain present well-being, both in school and at home.

To help students learn to evaluate their own strengths and weaknesses in physical fitness; and to understand why fitness is important.

Teaching Suggestions

Learn to recognize the signs of low-fitness quickly through testing and observation. Deviations from the normal appearance of a child may or may not be a sign; the teacher must observe over a period of time.

Use recognized tests for low-fitness. Those devised by professional organizations are usually fairly reliable.

If it is possible, set up a short, separate period of work for students of low-fitness.

Use fitness activities for a short period of time (warm-up) in the daily program for all students.

Children of all ages can do physical fitness activities, even though they are not to be specifically tested on them. Most accepted tests are begun in the fourth grade, but the items can and should be done by the younger children.

The children should *practice* the items before a test is administered to them; the teacher should *check carefully* to be sure that the activity is being done *correctly* before testing.

Any activity is a "self-testing" one if the child is attempting to do better than he did before. Activities which can be measured through distance, time, or number of times an activity is done in a specific time *are all* self-testing activities. Thinks such as jumping rope, climbing ropes, apparatus or tumbling work included in other sections have not been repeated in this activity, but should not be left out of a self-testing program.

In working with physical fitness activities, any organization (such as for relays or practice of skills) may be used, but the teacher should be able to supervise the groups carefully. In administering a test, partners may be used to brace the performer, and to count the number of times an activity is done. Be sure that children understand fully the way in which an activity should be counted.

The Body and Physical Fitness for Both Teacher and Students

The schools must accept the responsibility for the physical fitness of the child. Though other agencies may take an interest in physical fitness, the schools must take the leading role in giving the impetus to such a program.

Physical fitness must be judged on an individual basis, and primarily improved or maintained on an individual basis. Children should not be expected to gain in abilities at the same rate; therefore, they should not be compared too closely with others in their peer group.

Regular activity stimulates growth and development in all areas. Research has shown that good physical fitness improves general health, peer relationships, and relaxation.

Planning and selecting physical fitness activities must be done with great care.

Children should be watched carefully to be sure that they are doing activities correctly, or little or no improvement will be made. Harm may result from some activities being done improperly. The components of physical fitness should be known and understood by the teacher and the students. These components are:

Muscular strength—is the amount of force exerted by a muscle when it is contracted or in tension—the strength of a muscle is dependent on the number of fibers (not necessarily the size) and the quality of the muscle (tonus or ability to react quickly and to full extent)—in order to build strength, a muscle must perform more work per time unit than is customary (overload principle)

Endurance—is the ability to continue doing a task—also works on the overload principle; doing the task longer than customary

Flexibility—is the range of movement—determined primarily by bone structure, ligaments and muscles—the muscles are the only things which may be changed, so this is what is worked with

Speed—is the quickness with which an activity may be done—primarily working for the speed at which maximum work may be done with a minimum expenditure of energy

Coordination—is movement of muscle so that task is done efficiently and gracefully—it is the use of muscles in proper movements

Testing needs to be done four or five times a year in order to give a complete and true picture of a child's health.

Physical fitness activities should be done on any all-round basis, with particular emphasis on the low-fitness area(s). Working on only one area may result in loss of fitness in other areas.

Signs of Low Fitness

1. Fatigue, constant appearance of sleepiness or tiredness
2. Flushed face after activity
3. Labored breathing after a short period of activity
4. Lack of speed
5. Insufficient strength to accomplish tasks

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6. Poor coordination, constant falling
7. Withdrawal from group and activity
8. Non-participation in activity, constant excuses given for not participating

(The following signs are symptoms which must be remedied before the fitness of the child may be improved.)

9. Physical defects or disorders
10. Faulty nutrition
11. Insufficient rest or sleep
12. Psychological weaknesses

A Basic Fitness Screening Test

The following test may easily be administered by any teacher, even one with no background in the area of physical education. Directions for doing the activities should be carefully followed, with children thoroughly instructed in the correct method of doing the activity before being tested on the activity.

1. Pull-ups—test arm and shoulder strength
2. Situps—test flexibility and abdominal strength
3. Squat thrusts—test agility or coordination

In order to pass the tests, the child must successfully complete the following:

1. Pull-ups—boys 10; girls (using modified pull-up), 8
2. Situps—boys, 14; girls, 10
3. Squat thrusts—with a 10-second time limit; boys, 4; girls, 3

Pull-ups. Child grasps chinning bar, palms forward. (Bar high enough that when child hangs fully extended, feet do not touch the floor.) The child then attempts to pull himself up so that chin is over the bar and then lowers himself to fully extended position. In doing this, no swinging is allowed, nor is the child permitted to kick legs up or raise knees. *Modified Pull-up for Girls.* Child grasps bar (bar at chest height), extends legs underneath, keeping the body straight, heels on the floor (a partner may brace feet to avoid slipping), arms at 90 degree angle to body.

The child pulls body up until the chest touches the bar and then lowers self to starting position with arms fully extended. When being tested, no resting is allowed.

Situps. Child lies on back, knees up and feet flat on the floor, (heels to buttocks, if possible) arms folded behind the head; attempt to sit up so that chest touches knees and back to starting position. (A partner may be used to brace the feet).

Squat thrusts. Begun from a straight standing position. The first move is to go down into a squat position with the weight equally distributed on hands and feet; then legs are thrust behind so that body is in a straight line from toes to shoulders; return to squat position; then to standing position.

(Other fitness tests may be found in Appendix F).

Conditioning Exercises

Arm and Shoulder

Prone position on floor, hands clasped behind the back; child attempts to bring elbows closer together; release, repeat a number of times.

Prone position, hands extended over the head; child attempts to lift just arms off the floor; progress to lifting arms and head, then arms, head and shoulders.

On hands and knees (hands under shoulders, knees under hips), stretch arm up over the back and then down across chest, body twists as far as possible with the arm movement; change to opposite arm and repeat.

Push-up Variations

Standing approximately 3 feet from the wall, let body (in straight alignment) lean toward the wall, and then push with arms back to starting position.

Front leaning position (weight on locked elbows and hands, body straight), lower body to floor, then push back up to starting position.

Front leaning position, lift one leg up and extend opposite arm forward; change to different arm and leg.

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Crab Kicking

In the crab walk position (see section on *Stunts*), any of the following are useful in developing arm and shoulder strength:

Kick legs up into the air so that body weight is supported by the hands.

Thrust both feet forward so that body is in a straight line with the leg weight partially supported by the heels.

Walk forward, backward, sideways, and in a circle.

Wing Stretcher

In a standing position, elbows raised to shoulder height, palms in front of chest facing down. Move elbows backward as far as possible, return to starting position.

Hips and Legs

Sit-up. Lying on back, arms extended overhead, raise arms, head, shoulders and lean forward so that hands touch toes, return to starting position with control.

Variation. Legs in straddle position; on the rise, hands touch left foot, center, right foot, center, and return to starting position.

In kneeling position, knees slightly apart, and hands on hips; child slowly leans backwards from the knees, and returns to starting position.

Lying on side, arm underneath extended up past head; lift top leg straight up and circle the leg several times in one direction and then reverse direction; change sides and repeat.

Trunk and Abdominals

Lying on the back, arms at sides, lift legs up and over the head so that toes are touching floor; return legs to floor and bring trunk up and forward so that head is touching the knees.

Lying prone on the floor, reach back with hands and clasp ankles, back arched. In this position, slowly rock body onto the chest and back onto the thighs.

Knee Raise. Lying on back on floor, arms at the side, raise one leg, bending at the knee until the knee touches the chest, and return to floor. Alternate raising knees. May also raise both knees, attempting to get most of the back on the floor.

Leg Lifts. Lying on back on floor, arms at sides. Keeping the leg straight, raise first one leg up to a 90 degree angle with the floor, lower it; then raise the other. May also attempt to raise both legs; keep legs straight, and most of the back on the floor. (This should be done in a controlled manner, and after some experience with it, the child should be able to hold the legs approximately 2-3 inches off the floor for a short period of time.)

Agility and Flexibility

Running in Place. Standing, arms relaxed. Beginning slowly, child runs in stationary spot, gradually increasing speed of run. As the run speed is increased, knees should be lifted higher and arms swing more vigorously in an "arm running position."

Jumping Jack. Standing position, arms at the side. The first move is one of feet jumping out to a straddle position and arms going up over the head at the same time. The second move is to return to the starting position of feet together, arms at the sides.

> *Variation.* When the children are able to coordinate this movement, they may attempt to keep the arms moving in the same manner, but vary foot movement. This is done by jumping feet to a stride position (right forward, left back), return to feet together, and then jump to stride position (left forward, right back), and return to feet together position.

Airplane. Standing position, arms held shoulder high to the sides. The right arm is brought down to touch the left toe, and return; the left arm down to touch the right toe, and return. On each return, the body should be in a good standing position, with eyes looking straight ahead

The Treadmill. Front-leaning support (pushup) position, with one knee under the body, touching the chest. Knees are brought up to touch the chest, in alternating pattern. Body should be kept straight.

CHAPTER VIII

Physical Activity and Recreation for the Atypical

It is a basic belief of many professional educators and educational associations that it is the responsibility of the school to provide a program of health and physical education for *all* children.

All schools have a definite responsibility for providing physical education for the atypical child as well as for the typical. An atypical child is one who is not characteristic of the average school population. In physical education and athletics much attention is given to the child who is considered to be above average in motor skill, but little if any attention is paid to the under-achiever. This situation must be corrected in our schools. It is of course just as wrong to neglect the superior student in planning programs which challenge.

HIGHLY SKILLED—Due to the short time usually allotted to the physical education period in most elementary schools, the highly skilled child is often not provided an opportunity to improve his skill, or to compete against other highly skilled children. It is therefore recommended that opportunities be proved for these children to participate with their equals. Such programs are usually conducted during before school, noon-hour, or after school periods.

This program should be supervised by a competent, interested individual, and should be much more than a "play" period. Strategy and advanced skills are factors the highly skilled child needs to learn. Team make-up should be changed frequently, so that the child learns to play with many different people and learns to adapt himself to all techniques of teamwork. Some tournaments may be held, but the emphasis should remain on participation and not on winning. It would be well to encourage various grade levels to intermix team members, rather than one grade level always playing against another grade level. Some selection should also be made as to the level of skill in which a child is placed with regard to size and age.

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Many communities now support Little League activities. The schools may support these programs if healthful criteria are met: competent leadership should be foremost; equipment must be adequate so that all children are playing in safety; and practices and playing schedules should be such that the child's health and safety are protected at all times.

PHYSICALLY HANDICAPPED—A well designed physical education program will provide for children who are considered to be physically handicapped, either temporarily or permanently. An adapted program of activities is provided which meets the needs of the individual child. The basic aim of such a program is to adapt the activities to the interests and capabilities of the children, not to attempt to change or correct the child's handicap.

Considerations and procedures for the establishment of such a program are:

Require a thorough health examination.

Work cooperatively with the child's parents and physician in establishing the program.

Do not excuse a physically handicapped child from class even though his condition warrants limited activity.

Make the child feel that he has a definite place in the physical education program.

Acquaint parents with the school's program so as to promote better understanding and encourage cooperation.

Develop specific abilities which will lead to success in as many activities as possible.

Segregate children only when necessary, as segregation causes a feeling of "being different."

When special remedial work is undertaken, see that it is done only under competent medical supervision.

Give careful supervision to the participation of these pupils. The teacher must be constantly alert and careful in recognizing pupil's physical limitations, so that a pupil with a physical handicap which may be difficult to determine will not participate in activities beyond his capabilities.

MENTALLY RETARDED—"The philosophy and direction of programs for the mentally retarded (especially for the moderately retarded or trainable children) are changing. No longer are recreation and physical activities looked upon solely for the purpose of giving parents a break from constant baby-sitting. Play and recreation are essential to the education, training, and therapy of the mentally retarded. Through active participation in these activities there are gains in physical well-being, redirection of drives, guidance in emotional development, reshaping of habit patterns, and establishment of socially acceptable attitudes. Along with these therapeutic values, the retardate attains greater feelings of personal satisfaction and reaches higher levels of social maturity."[1]

There are certain general considerations, based on understanding of the mentally retarded, which help guide the teacher or administrator.

> The course of development of play interests in mentally retarded children is similar to that of normal children except that the rate of development is slower.
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> Mental age is an important guide in the determination of activities.
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> The most satisfactory activity is possible when the chronological and mental age differences in groups are kept within

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[1] *Recreation and Physical Activity for the Mentally Retarded.* Council for Exceptional Children and American Association for Health, Physical Education and Recreation. Washington, D.C., 1966, p. 23.

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limits. The maximum mental age variation which can be dealt with satisfactorily appears to be three years.

The basic play and recreation needs and interests of the retarded are not radically different from those of the nonretarded. They differ only in degree and in method of expression.

The intellectual capacities are such that activities should have few rules, require little memorization of rules, strategy, or movement pattern, and stress concrete rather than abstract approaches.

Because of the need for more individual attention, small instructional groups are necessary.

The program should be built upon the conviction that every one is somebody.

Genuine praise and encouragement are indispensable in helping to create the type of learning set most conducive to achieving progress.

Guiding the individual through the correct actions (kinesthesis) of a specific skill can be highly effective in establishing more efficient patterns of movement.

Repetition, drill, and review of skills are needed more often than with the nonretarded.

For further information regarding programs in recreation and physical activity for the mentally retarded see Appendix D, *Recreation and Physical Activity for the Mentally Retarded.*

CHAPTER IX

Growth and Development of Elementary School Children

In a discussion of the growth and development patterns of elementary school boys and girls, several basic principles must be kept in mind. These principles are:

> The descriptions for any age group do not start and stop with the beginning and end of the school year.
>
> All characteristics of any age group are not present at the same time in any given child.
>
> All children tend to follow a fundamental growth pattern but at different times and at different rates.

Individual Needs

An elementary school teacher soon learns that periods of apparent disintegration by the children are preparations for the next steps in growth. Basic drives of survival and belonging are so much a part of the subject matter of physical education that the natural motivation to participate in these activities is high. False motivation such as medals and awards should not be needed. One evaluation of a good physical education program is the extent to which self motivation prevails in the children.

Motor skills at the elementary school level should be taught in terms of the child's immediate needs, not in terms of future use. Knowledge and skill should be presented in terms of age level characteristics (e.g. activities which emphasize peer relationships for eleven year olds).

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[1] Victor P. Dauer, *Fitness for Elementary School Children Through Physical Education* Minneapolis: Burgess Publishing Company, 1965, pp. 27-28.

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CHARACTERISTICS, INTERESTS, NEEDS OF ELEMENTARY SCHOOL CHILDREN IMPORTANT AS CONSIDERATIONS IN PROGRAM PLANNING IN PHYSICAL EDUCATION[1]

Kindergarten and First Grade

CHARACTERISTICS	PROGRAM NEEDS AND IMPLICATIONS
Noisy, constantly active, egocentric, exhibitionist. Imitative and imaginative. Wants attention.	Vigorous games and stunts. Games with individual roles—hunting, dramatic activities, story plays. Few team games or relays.
Large muscles more developed, game skills not developed. Naturally rhythmical.	Fundamental skills of throwing, catching, bouncing balls. Attention to simple locomotor skills. Use of music and rhythm with skills. Creative rhythms. Simple stunts.
Few sex differences in interest.	Same activities for both boys and girls.
Short attention span. Fatigues easily.	Change activity often. Short explanations. Use activities of brief duration. Provide short rest periods or include activities of moderate vigor to allow for recovery.
Sensitive and individualistic.	Needs to learn to take turns, share with others. Learn to win, lose, or be caught gracefully.
Is interested in what his body can do. Curious.	Movement exploration. Attention to fundamental movements.

Second and Third Grades

CHARACTERISTICS	PROGRAM NEEDS AND IMPLICATIONS
Still active but attention span longer. More interest in group play.	Active big-muscle program including more group activity. Begin team emphasis in activity and relays.
Likes physical contact and belligerent games.	Dodgeball games and other active games. Rolling stunts.
Enjoys rhythm.	Continue creative rhythms, singing games, and folk dances.
Developing more skills and interest in skills. Wants to excel.	Organized skill practice. Continue basic skills of throwing, catching, moving, etc. Introduce sports skills. Provide challenge in stunt activities.
Becoming more socially conscious.	Learn to abide by rules and play fair. Learn social customs, particularly in rhythmic areas.
Becoming more interested in sports.	Introduce simple lead-up games and sports skills.
	Continued work in movement exploration and the development of basic skills.

Fourth, Fifth, and Sixth Grades

CHARACTERISTICS	PROGRAM NEEDS AND IMPLICATIONS
Steady growth—girls more rapidly than boys. Boys better in game skills.	Continue vigorous program. Separate sexes for some activities. Stress correct movement fundamentals and posture.
Enjoy team and group activity. Competitive spirit.	Include many team games, relays, combatives.
Sports interests.	Sports in season with emphasis on lead-up games. Good variety.
Muscular coordination improving and skills are better. Want to know how and why. Interested in detailed techniques.	Continued emphasis on the teaching of skills through drills and practice. Emphasis on correct form.
Little interest in opposite sex. Some develop sex antagonisms.	Need coeducational activity. Stress social customs and courtesy through folk and square dances.
More acceptance of self responsibility.	Need safety controls. Need leadership and followership opportunity. Include students in evaluation procedures.
Differences in capacity.	Flexible program and standards so all may succeed.
Great desire to excel both in skill and physical capacity.	Stress physical fitness. Include fitness and skill tests to provide both motivation and check progress.

Types of Learning

It has often been stated that all learning should be related to some aspect of the child's life, if the act of learning is to be meaningful and remembered. Learning by doing is certainly basic to the growth and development of children in a physical education program. The consummation of this process at the elementary school level is an eleven- or twelve-year-old child who is equipped

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with a healthy body, adequate motor skill, body coordination, the ability to think and make associations, and possessing techniques for desirable group living.

Be familiar with the activities you wish to teach.

Types of Learning

Objectives

Sensory Experience—Perception of size, length, speed, etc.

Memory—Prompt mental response for rules, facts, names, etc.

Motor Skill—Prompt physical response for throwing, writing, swimming, etc.

Problem Solving—Concepts, causes, effects, applications, and relationships.

Emotional—Personal attributes, such as tastes, attitudes, and appreciations.

It is just as true in physical education as in other subject matter areas that a child must have emotional, physical, and social readiness for a new learning experience if teaching is to be effective. It is important that children want to learn in physical education and the fact that they want to learn does not make it less important. Because children want to learn a particular type of activity does not necessarily mean that it is easy and without significance. Educators and parents must realize that when this type of condition exists, the setting is usually correct for learning.

Physical education is a participating phenomenon.

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CHAPTER X

A Reference Chapter on Health Education

More and more, the elementary teacher is required to have a broad knowledge about a variety of subjects and teaching methods. The purpose of this chapter is to assist the teacher in her efforts to provide health instruction for her students. It is not the intent here to develop lesson plans grade by grade nor will this chapter focus on scope, sequence or scheduling of health instruction. Unlike previous chapters, this chapter does not relate the "how-to-do-it." Its chief aim is to provide resource information for unit and curriculum planning.

Health Education Defined

The National Education Association-American Medical Association, (NEA-AMA) Joint Committee on Health Problems in Education defines health education as "the process of providing learning experiences which favorably influence understandings, attitudes, and conduct in regard to individual and community health." This definition points out that students learn from their experiences and that learning includes student knowledge, attitudes, and habits. It also recognizes that health education is a process and that it can not be merely the result of incidental occurrences.

Positive health habits are the end products of effective health instruction. The teacher of health should keep in mind that health is "a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity".[1]

Why Health Education?

A recent national study, called the School Health Education Study, answers the question by asking another;

Are these problems of youth of concern to you, your faculty, your community?

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[1] World Health Organization definition of health.

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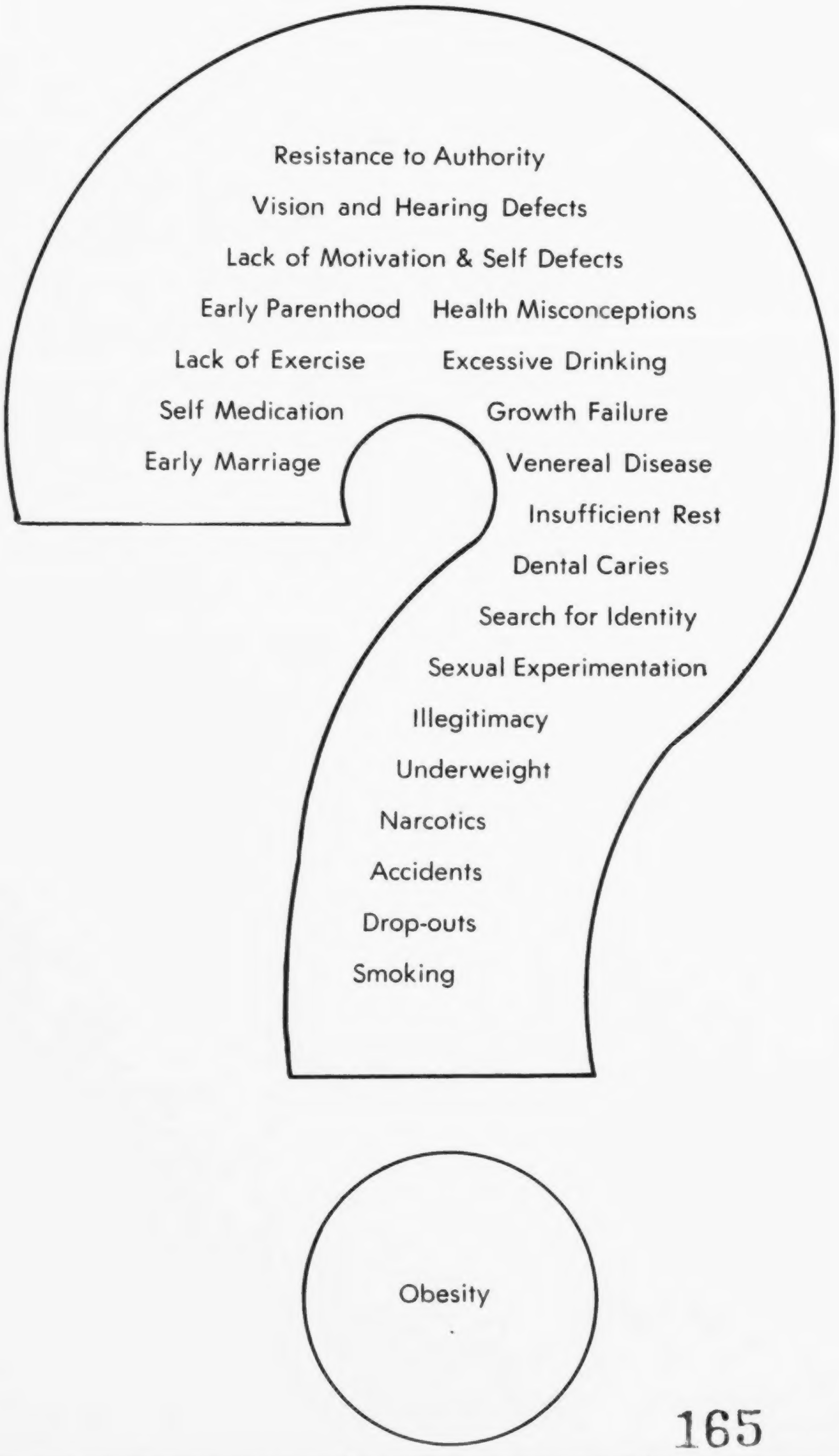
Resistance to Authority
Vision and Hearing Defects
Lack of Motivation & Self Defects
Early Parenthood
Health Misconceptions
Lack of Exercise
Excessive Drinking
Self Medication
Growth Failure
Early Marriage
Venereal Disease
Insufficient Rest
Dental Caries
Search for Identity
Sexual Experimentation
Illegitimacy
Underweight
Narcotics
Accidents
Drop-outs
Smoking
Obesity

Each of these problems is worthy of great concern and attention. Health education has a vital place in elementary education.

In his introduction to the 1964 School Health Education Study, Summary Report, Dr. Delbert Oberteuffer, Professor of Health Education, Ohio State University, had this to say about the relationship of health and education:

> "In simple terms this relationship implies that one needs to be educated in order to develop and protect one's health and one needs abundant health to make full use of one's education. It is a reciprocal and actual relationship."

School health education is an integral part of the total school health picture. Educators have an obligation to maintain and protect the health of their students. It is axiomatic to point out that the health of the school-age child is basically the responsibility of parents. However, schools have a share in this responsibility. Modern schools provide for the health of children through three interrelated programs: healthful school environment, school health services, and health education.

Healthful School Environment

This includes the provision of safe and heathful buildings and facilities; the organization of a healthful school day; the establishment of desirable interpersonal relationships among students and teachers, and the maintenance of high standards of sanitation in the total school environment. The Wyoming Joint Committee on School Health has compiled "Minimum Standards for the Sanitary Environment of Schools in Wyoming." Schools may secure a copy of this document by writing to: Division of Community Services and Health Education, Wyoming Department of Public Health, Cheyenne.

School Health Services

NEA-AMA describes these services as procedures carried out by physicians, nurses, dentists, teachers, and others to appraise,

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protect and promote the health of students and school personnel. Such procedures are designed (a) to appraise the health status of pupils and school personnel; (b) to counsel pupils, teachers, parents, and others for the purpose of helping pupils obtain needed treatment or for arranging school programs in keeping with their abilities; (c) to help prevent communicable diseases; (d) to provide emergency care for injuries or sudden sickness; (e) to promote optimum sanitary conditions and provide proper sanitary facilities; and (f) to protect and promote the health of school personnel.

Curriculum Planning and Design in Health Education

The scope and priorities of a program of health education should be based upon the health problems of the community, the need and possibilities of behavioral change and the resources available. It is important that planning for health education begin with a determination of the health and behavioral problems. The Wyoming Department of Public Health has information about mortality and morbidity.

In larger school systems the formation of curriculum planning committees is recommended. Committees may vary both in size and personnel. They should represent professional leadership, knowledge, and skill in health and in education.

Personnel from the Division of Community Services and Health Education, Wyoming Department of Public Health is available for curriculum consultation. The Division is also available for unit planning with teachers in rural schools.

Statements prepared by the American Association of Health, Physical Education and Recreation Committee to Focus on the Improvement of Elementary Programs of Health Education reflect some considerations for curriculum planners.

> Elementary school health instruction *programs need to be planned* to prevent undue repetition and duplication of effort between grades and among different faculty members. Program planning is essential to the success of any educational endeavor.

The establishment of *scope and sequence of topical areas* in health is essential to the organization of an effective health education program in the elementary school. This would also help to ensure that important health topics are not omitted from the program.

Consumer education for *evaluating health advertisement, information, products, and services* should be a part of health instruction programs at all grade levels in elementary schools, especially, however, in the upper grade levels where student purchasing power increases.

Simple ideas embodying the *"psychosomatic concept"* as well as the nature of other relationships between the various aspects of total health should be introduced early in the elementary health instruction program.

Sex education needs to be introduced in more elementary school health education programs. Sex education should not begin as late as puberty.

Elementary teachers (at least in grades 5 & 6) need more and better information on *health facts pertaining to drinking (alcoholism), smoking, and dangerous drug and narcotics use* (addiction and habituation). These health hazards pose such threats to individual and social well-being as to necessitate early attention in our schools.

Other health content areas to be offered on the elementary level should be those posing *particular problems in the short-range future of the pupil's life,* as well as those which are ever present hazards, e.g., accidents. Chronic and degenerative diseases can wait. One need not be made aware of all life's pitfalls in childhood.

Knowledge should be recognized as the first (preliminary) objective of the elementary school health education program. Psendo-psychological explorations in the realm of "positive attitude development" at the expense of health knowledge is unjustified, although not altogether uncommon. This type of health "manipulation" should not be passed off as health education.

There should be *less reliance on "one-shot" assembly programs* as token gestures of a health education program. Outside speakers and other resource persons, utilized at opportune and appropriate times, may make an invaluable contribution to a health instruction program; they can not in their own right—nor do they wish to—comprise the entire program.

Textbooks for Elementary Health Education

When selecting a textbook for health and safety for elementary schools the following questions are helpful and provide a guide to the curriculum committee.

Does it conform to the educational philosophy of your school?

Is it appropriate for the age and grade level of your students?

Does it promote development of self-guidance?

Is the information factual and current?

Was the material prepared by professional health educators?

Does it adapt well to the teacher's needs?

Is the general style and make-up attractive?

Teachers wishing to preview textbooks listed in this section should write to the publishing companies for inspection copies. Most of the textbooks come complete with teacher's manuals. The Health Materials Library, Division of Health Education, Wyoming Department of Public Health has reference copies of each textbook listed.

Wilson, Charles and Wilson, Elizabeth, *"Health for Young America Series,"* Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana.

Grade 1. *Health at School.* 1965.
2. *Health Day by Day.* 1965.
3. *Health and Fun.* 1965.
4. *Health and Growth.* 1965.
5. *Health and Living.* 1965.
6. *Health and Happiness.* 1965.

Thackston, J. A., Thackston, J. F., and Harris, T. L., *"Child's Health and Physical Development Series,"* Economy Company, 1901 N. Walnut, P.O. Box 25308, Oklahoma City, Oklahoma 73125. (This is a series of workbooks. Books do not come with teacher's manual)

Grade 1. *Health Begins at Home.* 1958.
2. *Health is Fun.* 1958.
3. *Health All The Year.* 1965.
4. *Health in Action.* 1965.
5. *Aiding Our Health.* 1965.
6. *Developing Our Health.* 1965.

Hallock, Grace T.; Allen, Ross L., and Thomas, Eleanor, *"Health For Better Living,"* Ginn and Company, Statler Building, Back Bay P. O. Box 191, Boston, Massachusetts.

Grade 1. *Health and Happy Days.* 1963.
2. *Health in Work and Play.* 1963.
3. *Health and Safety for You.* 1963.
4. *Growing Your Way.* 1963.
5. *Keeping Healthy and Strong.* 1963.
6. *Teamwork for Health.* 1963.

Byrd, Oliver E.; Neilson, Elizabeth A., and Moore, Virginia P., *Laidlaw Health Series,* Laidlaw Brothers, 4640 Harry Hines Blvd., Dallas, Texas 75235

Grade 1. *Health 1.* 1966.
2. *Health 2.* 1966.
3. *Health 3.* 1966.
4. *Health 4.* 1966.
5. *Health 5.* 1966.
6. *Health 6.* 1966.
7. *Health 7.* 1966.
8. *Health 8.* 1966.

Irwin, Leslie W.; Farnsworth, Dana; Coonan, Caroline; Gavel, Sylvia; Fraument, Florence; and Shafer, Barbara, *"Dimensions in Health Series,"* Lyons and Carnahan, 407 E. 25th Street, Chicago, Illinois 60616.

Grade 1. *All About You.* 1967.
2. *You and Others.* 1967.
3. *Growing Every Day.* 1967.
4. *Finding Your Way.* 1967.
5. *Understanding Your Needs.* 1967.
6. *Choosing Your Goals.* 1967.

Bauer, W. W.; Montgomery, Elizabeth R.; Schacter, Helen; Pounds, Elenore T., and Wesley, Wallace Ann, *"Curriculum Foundation Series; New Basic Health and Safety Program,"* Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025.

Primer *Health For All, Junior Primer.* 1965.

Grade 1. *Health For All, Book One.* 1965.
2. *Health For All, Book Two.* 1965.
3. *Health For All, Book Three.* 1965.
4. *Health For All, Book Four.* 1965.
5. *Health For All, Book Five.* 1965.
6. *Health For All, Book Six.* 1965.

Townsend, Rebecca; Townsend, Katherine; and Doss, Leona, *"Steck-Vaughn Health Series,"* Steck-Vaughn Company, Box 2028, Austin, Texas 78761. (This is a series of workbooks with testing inserts. Books do not come with teacher's manual.)

Grade 2. *Growing Up.* 1966.
3. *Growing Every Day.* 1963.
4. *Steps to Health.* 1963.
5. *Exploring Health.* 1960.
6. *Health for Every Day.* 1960.

Free and Inexpensive Materials

Teaching and learning materials from listed sources provide worthwhile and up-to-date information; however, they should not be used for the purpose of textbooks or other regular study materials. Free and inexpensive materials in health and safety are most effectively used as:

Supplementary material.

Examples of health and safety education services of governmental agencies, professional association, private or voluntary organizations, and commercial groups.

Teacher reference.
Posters and charts for student projects.

Requests for materials should be as specific as possible. When ordering, ask for a given number, not "a supply." Age level and intended use of material to be requested is always helpful to the organization filling the request. Often it is best to write first for a catalog listing specific materials.

Sources of free or inexpensive health and safety materials:

Abbott Laboratories
14th and Sheridan
North Chicago, Illinois 60064
(Pharmacy, Nutrition, and Drugs)

Allergy Foundation of America
801 2nd Avenue
New York, New York 10017
(Allergy and Allergic disease)

American Cancer Society
Wyoming Division
1118 Logan Avenue
Cheyenne, Wyoming 82001
(Cancer and Leukemia)

American Dental Association
Bureau of Dental Health Education
222 E. Superior St.
Chicago, Illinois 60611
(Dental Health)

American Dietetic Association
620 No. Michigan Avenue
Chicago, Illinois 60611
(Nutrition and Diet)

American Fire Insurance Companies
Engineering Department
80 Maiden Lane
New York, N. Y. 10007
(Safety)

American Heart Association—Wyoming
1809 Logan Avenue
Cheyenne, Wyoming 82001
(Heart and Circulation)

American Institute of Baking
Consumer Service Department
400 E. Onterio St.
Chicago, Illinois 60611
(Nutrition)

Aetna Life Affiliated Companies
Information and Education Department
151 Farmington Avenue
Hartford, Conn. 10015
(Health and Safety)

American Automobile Association
Pennsylvania Avenue 17th. N.W.
Washington, D.C. 20006
(Highway and Pedestrian safety)

American Can Company
Home Economics Section
100 Park Avenue
New York, N.Y. 10017
(Nutrition and Home Economics)

American Diabetes Association, Inc.
1 E. 45th St.
New York, N.Y. 10017
(Diabetes)

American Dry Milk Institute
221 N. LaSalle St.
Chicago, Illinois 60611
(Nutrition)

American Hearing Society
919 18th St. N.W.
Washington, D.C. 20006
(Scoustics and Hearing)

American Hospital Association
840 N. Lake Shore Dr.
Chicago, Illinois 60611
(Hospital Care)

American Institute of Family Relations
5287 Sunset Blvd.
Los Angeles, California 90027
(Family Living and Mental Health)

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American Meat Institute
59 E. Van Buren St.
Chicago, Illinois 60605
(Nutrition)

American National Red Cross
17th and D St.
Washington, D.C. 20013
(First Aid, Safety, and Nutrition)

American Social Health Association
1740 Broadway
New York, N. Y. 10019
(Sex Education)

Association for Family Living
32 W. Randolph, Suite 1818
Chicago, Illinois 60601
(Family Health)

Association of Casualty and Surety Co.
Accident Prevention Department
Publication Division
60 John St.
New York, N.Y. 10038
(Safety)

Borden Company
Consumer Services
350 Madison Avenue
New York, N.Y. 10011
(Nutrition, weight control, and health inventory)

Cereal Institute, Inc.
Home Economics Department
135 S. LaSalle St.
Chicago, Illinois 60603
(Nutrition)

Cleveland Health Museum
8911 Euclid Avenue
Cleveland 6, Ohio 44115
(Health)

Employers Mutual of Wausau
Safety Engineering Department
407 Grant St.
Wausau, Wisconsin 55402
(Safety)

General Mills
Education Services
9200 Wayzata Blvd.
Minneapolis, Minn. 55426
(Nutrition)

American Medical Association
Bureau of Health Education
535 N. Dearborn St.
Chicago, Illinois 60610
(Health and Safety)

American Optometric Association, Inc.
Department of Public Information
700 Chippewa St.
St. Louis, Missouri 63110
(Eye Health)

Arthritis Foundation: Colorado-Wyoming
1375 Delaware St.
Denver, Colorado 80204
(Arthritis)

Association of American Railroads
School and College Service
Transportation Building
Washington, D. C. 20006
(Railroad Safety)

Bicycle Institute of America
122 E. 42nd Street
New York, N.Y. 10017
(Bicycle Safety)

Carnation Milk Co.
Home Service Department
5045 Wilshire Blvd.
Los Angeles, California 90036

Ciba Pharmaceutical Co.
556 Morris Avenue
Summit, N.J. 07901
(Health Science)

Colgate-Palmolive Co.
300 Park Avenue
New York, N.Y. 10010
(Skin Care and Dental Health)

Ford Motor Company
Research and Information Department
The American Rd.
Dearborn, Michigan 48127
(Traffic Safety and Seat Belts)

Health Information Foundation
Public Relations Director
420 Lexington Ave.
New York, N.Y. 10017
(Health and Medical Economics)

Health Insurance Council
488 Madison Avenue
New York, N.Y. 10022
(Health Insurance)

International Cellucotton Products Co.
919 N. Michigan Avenue
Chicago, Illinois 60611
(Menstrual Hygiene)

Kemper Insurance Companies
4750 Sheridan Rd.
Chicago, Illinois 60640
(Traffic Safety)

Lederle Laboratories Division
American Cyanamid Co.
Public Relations Department
Pearl River, N.Y. 10965
(Child Health, Immuniaztions, and Nutrition)

Liberty Mutual Insurance Co.
175 Berkeley Square
Boston, Mass. 02116
(Rehabilitation & Safety)

Muscular Dystrophy Association of America
Public Information Department
1790 Broadway
New York, N.Y. 10019
(Muscular dystrophy)

National Association for Mental Health-Wyoming
P. O. Box 1543
Casper, Wyoming

National Board of Fire Underwriters
85 John St.
New York, N.Y. 10038
(Fire Prevention)

National Council on Alcoholism—Wyoming
c/o Wyoming State Hospital
Alcoholic Rehabilitation Program
Evanston, Wyoming
(Alcoholism)

Institute of Makers of Explosives
250 E. 43rd St.
New York, N.Y. 10017
(Safety-blasting caps)

Kellogg Co.
Home Economics Service
Battle Creek, Michigan 49015
(Nutrition)

Kimberly-Clark Corporation
Cellucotton Division
Educational Department
Neenah, Wisconsin 54947
(Menstrual hygiene & colds)

Lever Brothers Co.
Public Relations Division
Consumer Education Department
390 Park Ave.
New York, N.Y. 10022
(Cleanliness)

Metropolitan Life Insurance Co.
School Health Bureau
Health & Welfare Division
Madison Ave.
New York, N.Y. 10010
(Health, Safety, and First Aid)

National Academy of Sciences
National Research Council
Washington, D.C. 20025
(Food & Nutrition)

National Better Business Bureau, Inc.
405 Lexington Ave.
New York, N.Y. 10017
(Health Quackery)

National Commission on Safety Education
National Education Association
1201 16th St. N.W.
Washington, D.C.

National Council on Family Relations
5757 S. Drexel Ave.
Chicago, Ill. 60637
(Teacher's kit on family living, $2.50)

National Congress of Parents & Teachers
700 N. Rush St.
Chicago, Ill. 60600
(Child health and Safety)

National Epilepsy League
203 N. Wabash Ave.
Chicago, Ill. 60610
(Epilepsy)

National Foot Health Council
321 Union St.
Rockland, Mass. 02370
(Shoes & Foot Care)

National Health Council
1790 Broadway
New York, N.Y. 10019
(Health careers)

National Livestocks & Meat Board
407 S. Dearborn St.
Nutritional Department
Chicago, Illinois 60605
(Nutrition)

National Nephrosis Foundation, Inc.
143 E. 35th St.
New York, N.Y. 10016
(Kidney Diseases)

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National Society for the Prevention of Blindness
16 E. 40th St.
New York, N.Y. 10016
(Eye health)

Oral Hygiene Publications
1005 Library Ave.
Pittsburgh, Pa. 15234
(Dental Health)

Planned Parenthood Federation of America, Inc.
501 Madison Avenue
New York, N.Y. 10022
(Sex Education)

National Dairy Council—Wyoming
P.O. Box 1473
Casper, Wyoming
(Nutrition)

National Fire Protection Association
60 Batterymarch St.
Boston, Massachusetts 02110
(Fire Prevention)

National Foundation for March of Dimes—Wyoming
2110 Pioneer
Cheyenne, Wyoming 82001
(Poliomyelitis, Birth Defects and Central Nervous System)

National Kidney Disease Foundation
143 35th St.
New York, N.Y. 10016
(Kidney Diseases)

National Multiple Sclerosis Society —Wyoming
P.O. Box 556
Casper, Wyoming
(Multiple Sclerosis)

National Safety Council—Wyoming
Wyoming Safety Foundation
P.O. Box 3274
University Station
Laramie, Wyoming 82070
(Safety & Accident Statistics)

National Tuberculosis Association—Wyoming
415 East Pershing Blvd.
Cheyenne, Wyoming 82001
(Tuberculosis and Respiratory Diseases)

Personal Products Corporation
Education Department
Milltown, N.J. 08850
(Cleanliness)

Public Affairs Pamphlets
22 E. 38th St.
New York, N.Y. 10016
(Family relations, Health & Science)

Sex Information & Education Council of the United States (SIECUS)
1855 Broadway
New York, N.Y. 10023
(Sex Education)

United Cerebral Palsy
369 Lexington Ave.
New York, N.Y. 10017
(Cerebral Palsy)

Upjohn Co.
Kalamazoo, Michigan 49003
(Vitamins)

Wyoming Department of Education
Capitol Building
Cheyenne, Wyoming
(Civil Defense)

Wyoming Easter Seal Society for Crippled Children and Adults
P.O. Box 8
Cheyenne, Wyoming 82001
(Handicapped)

Wyoming Association for Retarded Children
c/o Mental Retardation Section
Wyoming Department of Public Health
State Office Bldg.
Cheyenne, Wyoming 82001
(Retardation)

Superintendent of Documents
United States Printing Office
Washington, D.C. 20025
(Request free price lists: PL 31, education; PL 51, Health; PL 71 Childrens Bureau)

United States Children's Bureau—Wyoming
Wyoming Department of Public Welfare
State Office Bldg.
Cheyenne, Wyoming
(Child Health & Safety)

World Health Organization
Office of Public Information
1501 New Hampshire Ave. N.W.
Washington, D. C. 20006
(International Health)

Wyoming Department of Public Health
Division of Community Services and Health Education
State Office Bldg.
Cheyenne, Wyoming
(Sample material for teachers on personal and community health)

Wyoming Interagency Council on Smoking and Health
Division of Community Services and Health Education

Wyoming Department of Public Health
State Office Building
Cheyenne, Wyoming 82001
(Smoking)

Wyoming Committee on Combatting Health Misinformation
℅ Agriculture Extension Service
Box 3354, University Station
Laramie, Wyoming 82070
(Drug abuse, Quackery & Nutrition)

Reference Periodicals

A large number of professional organizations are excellent sources of periodicals and newsletters. These organizations are listed in the section on free and inexpensive materials. Here is a selected list of publications that are especially useful to health instruction.

The Child, Children's Bureau, Department of Health, Education and Welfare, Washington, D. C. 20025

Child Development, Society for Research in Child Development, National Research Council, 1341 Euclid, Champaign, Illinois 61321

Child Study, Child Study Association of America, 9 E. 89th St. New York, N.Y. 10028

Childhood Education, Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016

Health Bulletin for Teachers, Metropolitan Life Insurance Co., 1 Madison Avenue, New York, N.Y. 10010

Journal of Health, Physical Education and Recreation, American Association for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. 20006

Journal of the National Education Association, The National Education Association, 1201 16th St., N.W., Washington, D.C. 20006

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Recreation, 1201

The National Edu-
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Journal of School Health, American School Health Association, 515 E. Main St., Kent, Ohio 44241

Parent's Magazine, Parent's Magazine Press, 52 Vanderbilt Avenue, New York, N.Y. 10017

Safety Education, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611

Social Hygiene News, American Social Health Association, 1740 Broadway, New York, N.Y. 10019

Today's Health, American Medical Association, 535 N. Dearborn St., Chicago, Illinois 60610

World Health, World Health Organization, 1501 New Hampshire Avenue, N.W., Washington, D.C. 20006

Sources of Audiovisual Aids

Many Wyoming organizations provide audiovisual materials without cost. When ordering films, specify exact date of showings. Film requests should include alternate dates or a second choice of films.

American Cancer Society
Wyoming Division
1118 Logan
Cheyenne, Wyoming
(Cancer)

Wyoming Department of Public Health
Emergency Health Services
State Office Building
Cheyenne, Wyoming, 82001
(Medical Self Help)

Wyoming Department of Public Welfare
Division of Staff Development
State Office Building
Cheyenne, Wyoming 82001
(Child and Social Welfare)

Mountain States Telephone
℅ Local Business Office
(Safety & Science)

Wyoming Department of Public Health
Health Materials Library
Division of Health Education
State Office Building
Cheyenne, Wyoming, 82001
(Physical, mental, dental, personal & community health) (Library maintains heart and tuberculosis films for Wyoming Heart Association and Wyoming Tuberculosis Health Association, respectively.)

Wyoming Highway Patrol
Safety Division
P. O. Box 1708
Cheyenne, Wyoming, 82001
(Traffic and Safety)

Bibliography of Teacher References

National Education Association and American Medical Association. *Health Education.* National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., 1961. $5.00.

National Education Association and American Medical Association. *School Health Services.* National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., 1964. $5.00.

School Health Education Study. *Health Education: A Conceptual Approach to Curriculum Design,* K-12. 3M Company, Education Press, Bldg. 235-D245, 2501 Hudson Road, St. Paul, Minn., 55119. 1967. $8.95.

Irwin, Cornacchia, & Staton, *Health in Elementary Schools.* The C.V. Mosby Company, St. Louis, Mo. 1966. $7.50.

APPENDIX A

Selected Annotated Bibliography of Elementary Physical Education Texts

The following are but a few of the texts available to the teacher of elementary physical education. Each includes a bibliography or index of materials which may be valuable. Teachers are urged to enlarge their personal library as much as possible to assist in the development of a program which meets the needs of elementary school children.

Anderson, Marian H., Elliot, Margaret E. and LaBerge, Jeanne, *Play with a Purpose*. New York and London: Harper & Row, 1966, 541 pages.

> Organized somewhat differently than other sources, this text presents activities for lower grades in "a flow of instructional activities" which can be used by children as well as by the teacher. Part I—Activities are arranged in a progression of "Activities Based on Movement Skills" which includes balance, coordination, agility, flexibility, strength and endurance. Part II—"Activities Based on Ball Skills" also includes striking, throwing, catching, and kicking. Part III is "Activities Based on Dance Skills." After presenting these progressions this text goes on to explain the reasons behind the organization and includes evaluation, facilities, child development and carry over to future recreation. Some of the attractive features of the book are its unit planning by season of the year, picture of progressive skills, colored pages for easy reference to the dance sections, and suggested activities by grade level in each section of activity.

Andres, Gladys, Saurborn, Jeannette and Schneider, Elsa, *Physical Education for Today's Boys and Girls*. Boston: Allyn and Bacon, Inc., 1960, 416 pages.

> Comprehensive work stressing growth and development, movement education and evaluative processes. Includes

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games and activities in a progressive manner from ages 5-12. Sections on games, stunts, tumbling, rhythms, dance give ideas and adequate basis for planning a program. Part III—"Improving Physical Education in the Elementary School" discusses evaluation and progress, program betterment and teacher improvement. Well illustrated.

Bucher, Charles A. and Reade, Evelyn M., *Physical Education and Health in the Elementary School.* New York: The MacMillan Company, London: Collier-MacMillan Limited, 1958, 454 pages.

Covers the entire physical education program for elementary children. Discusses the relationship of elementary physical education to general education in topics of philosophy, child growth and development and program of activities. Current topics of fitness, movement education and creativity are included. Problems of evaluation, safety, legal liability, camping and outdoor education are adequately covered. Included are approximately 500 activities according to age level and purpose which can be used in the program. A section of the book is devoted to the health program in the elementary school. A valuable appendix which lists books, visual aids, records, suggestions for making equipment and free or inexpensive materials, source of equipment and supplies, and the AAHPER Youth Fitness Test add to the value of the text.

Dauer, Victor P., *Fitness for Elementary School Children Through Physical Education.* Minnesota: Burgess Publishing Company, 1963, 240 pages. (New edition in progress)

This book of elementary activities (arranged according to progression) describes each activity to be presented. The author has separated the activities for grades 1, 2 and 3 (primary), 4, 5, 6 (intermediate) and has described the progression of team sports for grade levels as well as individual and dual activities suitable for all grades. The first six chapters of this book deal with descriptions of children and fitness, the program, methods and materials of teaching, class management and the integrated curriculum. Diagrams are adequately presented where needed. Excellent text.

Donnelly, R. J., Helms, W. G., and Mitchell, E. D., *Active Games and Contests.* New York: The Ronald Press Co., 1958, 672 pages.

Although nearly ten years old, this text is excellent for its game and contest organization. Organization includes: contests between individuals; contests between groups; games resembling contests; goal, tag and combat games; team games; and water and winter activities. Excellent text.

Drury, Blanche J., and Andrea B. Molnar, *Gymnastics for Women.* Palo Alto: The National Press, 1964.

This book contains sections on tumbling, conditioning exercises, trampolining, and activities for use with ropes, balls, balance beams, and parallel bars. Illustrations are given of most of the activities in a clear, concise manner.

Fait, Hollis F., *Physical Education for the Elementary School Child.* Philadelphia-London: Saunders Company, 1964, 380 pages.

The first four chapters deal with foundations of the physical education program, integrating the child and his needs with various phases of the program including intramurals, sports, play days, adapted programs, etc. Also discussed are techniques for planning and use of facilities, equipment, time and organization. Methods, motivation and evaluation procedures are discussed in Chapter 4. The remainder of the book deals with skills and activities for use with various age levels. Included in these sections are motor exploration, fundamental skills, skill games, physical fitness, lead up and team games, rhythms and dance, stunts and tumbling, aquatics, classroom and playground games.

Halsey, Elizabeth, and Porter, Lorena, *Physical Education for Children.* New York: Henry Holt and Company, Inc., 1959, 416 pages.

Topics discussed include: why physical education; developmental facts and experiences of the child; organizing experiences in the program; planning and evaluating lessons; contributions of and requirements for the teacher; organizing, planning and caring for the play space, indoors and out; in-

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tegrating physical education with the entire curriculum; evaluating the program—specifically and generally; games; movement exploration and specific problems; dance; and self-testing activities.

Each chapter of activities discusses materials for presentation and amount of time to be allotted to a particular type of activity during a particular year. In addition, activities are grouped as primary or intermediate level, and, in most cases, as to grade level. Teaching suggestions and methods of selection are offered throughout.

Kirchner, Glen, *Physical Education for Elementary School Children.* Dubuque, Iowa: Wm. C. Brown Co., 1966, 655 pages.

The material in this text was organized and illustrated to meet the unique needs of classroom teachers. The author provides a useful classroom text which is simple to follow, includes specific grade placement of all activities and is very well illustrated. Excellent text.

Neilson, N. P., Van Hagen, Winifred, and Corner, James L., *Physical Education for Elementary Schools.* New York: The Ronald Press Company, 1966, 527 pages.

Part One of this text deals with orientation of the student to the needs and objectives of physical education. It also discusses program in all its facets, methods of teaching, and administrational considerations such as finance, teacher selection, etc. Part Two consists of a graded program of activities for grades 1-8. Each grade program includes athletic games, relay races, games, dance activities, stunts and individual events. Part Three explains evaluation of the program and measurement of individual achievement.

O'Keefe, Pattric Ruth, and Aldrich, Anita, *Education Through Physical Activities.* New York: The C. V. Mosby Company, 1959, 366 pages.

The book is unique in that it not only presents the activities that should be included in the elementary school physical education program, but it also shows clearly how the program can be organized and conducted on a satisfactory basis in the many and varying school situations throughout the country in which facilities, equipment, and available space often materially affect the type and nature of the program.

The authors present in a practical and logical way the bases for selecting activities, the fundamental principles underlying the program, the objectives of a program, and the desirable amount of time to devote to the total program.

Vannier, Maryhelen and Foster, Mildred, *Teaching Physical Education in Elementary Schools.* Philadelphia and London: W. B. Saunders Company, 1963, 408 pages.

This text is divided into four parts: Why, Who, Where and How. The "Why" section explains the place of physical education in the
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ace of physical education in the curriculum through its aims, objectives, goals and values. Part II, "Who," talks of the teacher and the supervisor. Their preparation, qualities, philosophy and professional growth are discussed. This part also discusses the child, his needs and characteristics by age, and mentions the atypical and exceptional child. Part III covers facilities, equipment and safety. Part IV discusses learning theories, teaching techniques, program and fitness before discussing in detail variety of activities to be included in the program. Intramurals, after-school activities and evaluation are also covered. Well illustrated.

APPENDIX B

Factors Important in Executing Skills

In teaching children to execute both simple and complex skills, the physical education teacher needs to recognize that, from the standpoint of body mechanics, attention to certain specifics will result in better performance of these skills. Furthermore, undesirable habits are eliminated early in the learning process before they become established in the habit pattern. The points presented apply to skills in general. There are, of course, exceptions and special techniques which apply to some skills.

Body Position

Some skills demand a preliminary position which involves good balance; in another case, the demand may be for power or strength; while in another situation, use of each of these is outlined.

Balanced Position

Feet should be approximately at shoulder width; hands also used for support as in front leaning rest position.

Gravity center lowered consistent with the skill.

Weight on balls of both feet, toes pointed the way the body is facing with feet parallel.

Knees slightly flexed.

Hands and arms in ready position.

Back straight, head up.

One foot slightly back. If right hand is forward, left foot is also forward.

For Strength (Modification of the above)

Limbs at 90 degree angle.

Center of gravity lowered. Body more crouched.

Stable base with feet more than shoulder width apart.

For Speedy Movement

Body "lean" in desired direction.

Weight on balls of feet and toes lightly gripping.

Skills

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Use sprint start or modifications.
Center of gravity on level of use.
Feet closer together than in other positions for agility.

For Concentration

Eye Focus. The eyes should be focused definitely on some fixed or moving object in keeping with the skill.

Mental Focus. This involves a concentration on the skill to be accomplished.

—Preliminary position must be checked point by point.

—If there is time, it is of value to think through the sequence of movements making up the skill.

—During the execution of the skill, the performer should concentrate on the critical points which determine or which might limit or distort the skill.

Execution Factors

Relaxation. Avoid tightening up.

Follow through. Smooth projection of the already initiated movement.

Use of entire body in the selected skill.

Opposition in use of arms and legs. When throwing right-handed, step off with the left foot, and vice versa.

Rhythm. Smooth sequential flowing movements avoiding jerkiness. The factor of timing.

Concentration of force. Gathering forces for concentration at point needed.

Weight Transfer. Transferring the weight from one foot to the other at the proper time as in batting or throwing.

Terminating Position

In some skills the performer needs to take a definite position following the execution of the skill. For example, in pitching, the pitcher needs to be in position to field after making his pitch.

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Demonstr

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Major Objective: Ability to direct a bounce pass with easy movement
Minor Objective: Ability to see the need for practice in running, dodg

Activities	Method of Organization	Skills
Warm-up Running to Music	Circle moving forward around the gymnasium	Ability to: Run on toes Let arms swin Control speed down or bu Use a jump st for quick st
Dodging	Informal	Ability to: Keep weight l Change directi Keep arms out Use smooth sl
Bounce pass	Partners Using a volleyball	Ability to: Direct a pass Step forward throwing ar Swing the thro the shoulder Use the correct distance of t
Pickle in the Middle	Groups of 3's	Ability to: Take time to “ Take turns bei good dodging Use a bounce p tion Hit the player waist
Summary	Informal	Ability to: All of the outco

APPENDIX C
Demonstration Lesson
Second Grade

s with easy movement
ctice in running, dodging, or passing a ball successfully.

RESULTS

ion	Skills	Knowledges
l ium	Ability to: Run on toes Let arms swing easily Control speed in order to prevent falling down or bumping into others Use a jump stop and easy knee position for quick stopping and starting	Tennis shoes help prevent accidents Keeping weight on toes makes us ready to run It takes practice to be a good runner Many games we play at the park are more fun if we are good runners
	Ability to: Keep weight low for better balance Change direction quickly Keep arms out for balance Use smooth sliding steps	We have to know how to dodge in many tag games Smoothness of movement is less tiring for the runner than jerky, hurried movements
	Ability to: Direct a pass with easy movement Step forward with opposite foot to the throwing arm Swing the throwing arm smoothly from the shoulder Use the correct amount of force for the distance of the toes	We keep eyes on ball in catching but aim to a spot in throwing a bounce pass It is necessary to follow through with the throwing arm to control the direction In catching a ball the hands and arms "give" with the catch
	Ability to: Take time to "aim" Take turns being the pickle and to use good dodging Use a bounce pass and control the direction Hit the player in the center below the waist	Pickle in the Middle can be played with friends at the park Good foot work important in being a fast moving "Pickle" Practice in using a bounce pass will help improve our skill in playing Pickle in the Middle
	Ability to: All of the outcomes listed above	

Demonstration Lesson

Fourth Grade

Activities	Methods of Organization	Skills	RE
Warm-up "Space Patrol" Running, stopping starting	Informal	Ability to: Be alert and ready to run Show good form in running (as a res of practice and class discussion la time) Run using good judgment in relation space Use a simple reverse pivot	
Snub Kick Demonstration and practice	Partners	Ability to: Kick the ball with the toe pointed down Use the arms for balance Apply principles of back swing, conta and follow through to good kicking Tuck the toe under the ball and follo through in an upward movement the leg	
Line up Boot Ball	2 teams	Ability to: Run swiftly Line up quickly Kick the ball to an unguarded area Get into line without pushing	
Summary	Informal	All of the above in relation to skill kicking well and the need for practic	

Demonstration Lesson

Fourth Grade

RESULTS	
Skills	**Knowledges**
Ability to: Be alert and ready to run Show good form in running (as a result of practice and class discussion last time) Run using good judgment in relation to space Use a simple reverse pivot	Practice in learning any skill is essential Most of the games 4th graders like to play involve quick running, stopping, starting Body weight must be kept low for better balance in stopping quickly
Ability to: Kick the ball with the toe pointed down Use the arms for balance Apply principles of back swing, contact and follow through to good kicking Tuck the toe under the ball and follow through in an upward movement of the leg	The greater the backswing, the greater the force of the kick and therefore the greater the speed of the ball Eyes must be kept on the ball For short or slow kicks, it is safe to kick with the toe. If kick is to be long or hard, kick with the instep to avoid injury to the toes.
Ability to: Run swiftly Line up quickly Kick the ball to an unguarded area Get into line without pushing	Need for keeping the body ready so it can move quickly—weight on toes, etc. A good game since all players are active Need for skill in directing ball by a skillful kick Good use of space
All of the above in relation to skill in kicking well and the need for practice	

APPENDIX D

Free and Inexpensive Materials

1. *A Boy and His Physique.* Walter H. Gregg. (1065) The National Dairy Council, Chicago, Ill. 60606.

2. *Children and Fitness*—A Program for Elementary Schools. Sue M. Hall, Editor, (1960) American Association for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. $1.50.

3. *Nissin Corporation*, 930 27th Ave., S.W., Cedar Rapids, Iowa 52406.

   This company has films, instructional materials, and skill check charts for trampoline, tumbling, parallel bar, and balance beam activities. Much of the printed material is free to an instructor.

4. *Physical Achievement and the Schools.* George J. Collins, (1965) U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C.

5. *Physical Education in Small Schools—Program for Elementary Grades.* Elsa Schneider, Editor. (1963) American Association for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. $2.00

6. *Recreation and Physical Activity for the Mentally Retarded.* Council for Exceptional Children and American Association for Health, Physical Education and Recreation (1966). 1201 16th St., N.W., Washington, D.C. $2.00.

7. *Tort Liability for Injuries to Pupils.* Howard C. Leibee. (1965), Campus Publishers, 711 North University Ave., Ann Arbor, Michigan 48108.

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an Association for Health.
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APPENDIX E

Rhythm Materials

1. Educational Record Sales, 157 Chambers Street, New York, N.Y. 10007.

   This company records the *Honor Your Partner* series for square dancing.

2. Folkraft Record Company, 1159 Broad Street, Newark, New Jersey.

   Many of the record covers have dance instructions. Catalog sent by company upon request.

3. RCA Series—World of Folk Dances (directions with the album)

   LPM—1623 *All-purpose Folk Dances*

   Seven Jumps—Irish Washerwoman, La Raspa—Glow Worm—Virginia Reel—Pop Goes The Weasel — Chestnut Tree — Sisken — Hara — Cherkassiya—Oh Susanna—Bingo

   LPM—1624 *Folk Dances For Fun*

   Green Sleeves—Chimes of Dunkirk—Cshelogar Hansel and Gretel—Hopp Mor Annika—Ten Pretty Girls—Nariu—Klumpakajis — Shoemakee's Dance—Crested Hen—Turn Around Me—Klappdans

   LPM—1622 *Folk Dances For All Ages*

   Bummel Schottische—Ace of Diamonds—Traha Ja Saa—Lott'Ist Todt—Shibboleth Basadeh—Norwegian Mountain March—Come Let Us Be Joyful—Joy For Two—Bleking—Gustof's Skiil—French Reel—Moskrosser

APPENDIX F

Kirchner Physical Fitness Test Battery[1]

WHAT THE TEST MEASURES

This test battery is designed to measure strength, endurance, power, and speed which are considered to be basic elements of physical fitness. If a child performs well on each of these test items, he is believed to be physically fit. In other words, we assume that a high score in these fundamental elements of physical fitness is an indication that the child possesses adequate strength and vitality to carry out the duties of his daily life as well as the energy to meet unforeseen emergencies. On the other hand, if his level of performance is low, we assume the child does not have sufficient strength and vitality to meet his daily life activities nor any reserve energy to meet unexpected emergencies.

Any physical fitness test designed for use by classroom teachers must possess certain distinguishing characteristics. First, it must be a reliable and valid measure of a specific element of physical fitness. Each test item must be readily adaptable to the varying and unique conditions which exist in many elementary schools. Such factors as available facilities, age of children and size of class must be considered as important elements in the selection of any test item. Finally, each test item should be highly motivating and, as far as possible, free of elements that may cause accidents or physical harm. These criteria were used as fundamental guides throughout the development of this test battery.

HOW TO ADMINISTER THE TEST

Health Status

Test those children in your class who are physically able to participate in the regular physical education program. If available, the health records of each student should be checked to detect any child who may be permanently disabled as a result of a

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[1] Kirchner, Glenn: *Physical Education for Elementary School Children.* Wm. C. Brown Company Publishers. 1966.

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chronic disease such as rheumatic fever or diabetes. In addition, it is advisable to exempt those children who have recently returned to school after a temporary illness.

Pupil Orientation

Each test item should be thoroughly explained and demonstrated to the group before being administered. Since practice does not reduce the validity of these items, they may be given as regular exercises prior to the actual testing day.

Equipment

The following equipment should be secured before the tests are administered: stop watch, measuring tape, several mats and chairs, adhesive tape, yardstick, and a class score sheet.

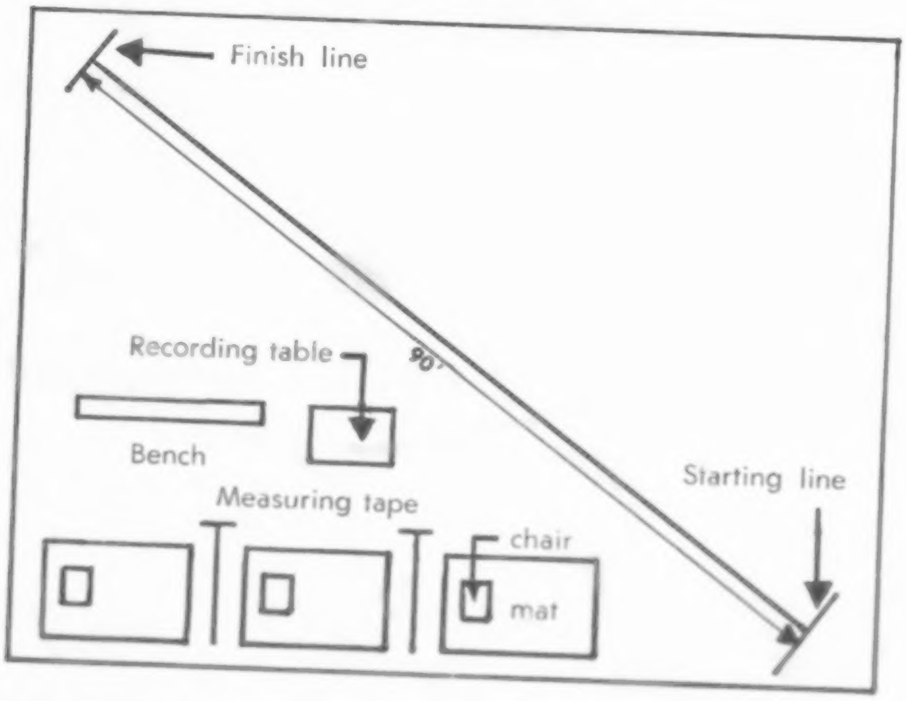
Student Helpers

The time required to administer this test battery can be greatly reduced by student helpers. It is recommended that children in the third grade and above be used as helpers. Teachers in grades one and two should do all the testing or obtain help from other teachers or from more mature students. The amount of time necessary to administer this test battery will therefore depend upon the age of the children and the number of assistants.

Space Requirement

Since each teacher will have to administer this battery with the facilities available in her school, it is difficult to recommend a standard space for each test item. If a gymnasium is not available, the standing broad jump, bench push-ups, curl-ups and squat jump tests can be administered in a classroom. The 30-yard dash test may be run indoors on the gymnasium floor, in a corridor or out-of-doors on any suitable surface area.

The layout of equipment shown in the diagram below is suggested as a desirable plan for an average size gymnasium. Upon entering the gymnasium students should be seated according to their order on the class score sheet. The mats are placed close to the wall and approximately five feet apart. The measuring tape for the standing broad jump test is placed between the mats. The run for the 30-yard dash test is placed on a diagonal to the gymnasium floor with at least ten feet clearance beyond the finish line. The recording table is placed approximately in the middle of the floor to facilitate recording and to permit the teacher to check the procedures of student helpers.



Class Score Sheet

The class score sheet should be used for all tabulations. Two sample cases shown on this sheet will illustrate how to record individual scores as well as how to estimate the total physical fitness of each child.

Test Item	Case No. 1 John Smith—Age 6	Case No. 2 Mary White—Age 7
Standing broad jump	40 inches	44 inches
Bench push-ups	24	30
Curl-ups	10	28
Squat jump	14	40
30-yard dash	6.4 seconds	5.6 seconds

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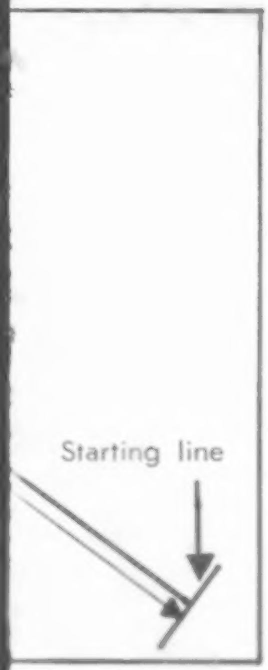

tabulations. Two
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Case No. 2 ary White—Age 7
44 inches
30
28
40
5.6 seconds

Read the directions from 1-7 and note how each score is recorded on the example score sheet following.

1. Arrange children according to sex and age. (John Smith is six: Mary White is seven.)
2. Record the score for each test item under the Score column.
3. Record the points for each test under the Point column which corresponds to the child's sex and age.
4. Record the rating for each test item under the Rating column. The Superior, Good, Average, Below Average and Poor ratings are found on the right side of each scoring table (John's 52 points for the standing broad jump test place him in the Average bracket, while Mary's 61 points for the same test place her in the Good bracket.)
5. Add the points for the five tests and place this sum in the Total column under points. (John's total is 261 points; Mary's total is 329 points.)
6. Record the rating for the points under the Total column. John's 261 points give him an average rating for total physical fitness; Mary's 329 points also give her a superior rating for total physical fitness.
7. In most cases, a child will have a birthday between September and June of the next year. However, use the same age norm for each child that was used in September for all succeeding test administrations throughout each respective school year. To illustrate, John Smith's birthday was January 13, 1965. Since he started with the six-year norm, any further tests John takes would use the same norm rather than shifting to the seven-year norm.

Order of Tests

The order in which the tests of this battery are given is determined by the fatigue factor, by the number of testing periods allocated and by the facilities available. The following order is therefore recommended for one or more testing periods: (1) standing broad jump, (2) bench pushups, (3) curl-ups, (4) squat jump, and (5) 30-yard dash.

CLASS SCORE SHEET (EXAMPLE)

Class____________________

Date____________________

Key

S=Score
P=Points
R=Rating

Ratings

1—Superior
2—Good
3—Average
4—Below Average
5—Poor

Name	Age	Power			Strength and Endurance									Speed			Physical Fitness	
		No. 1 Standing Broad Jump			No. 2 Bench Push-ups			No. 3 Curl-ups			No. 4 Squat Jump			No. 5 30-yard Dash			Total	Rating
		S	P	R	S	P	R	S	P	R	S	P	R	S	P	R		
Boys																		
1. John Smith	6	40	52	3	24	59	2	10	51	3	14	47	3	6.4	52	3	261	3
2.																		
3.																		
Girls																		
1. Mary White	7	44	61	2	30	67	1	28	65	1	40	71	1	5.6	65	1	329	1
2.																		
3.																		

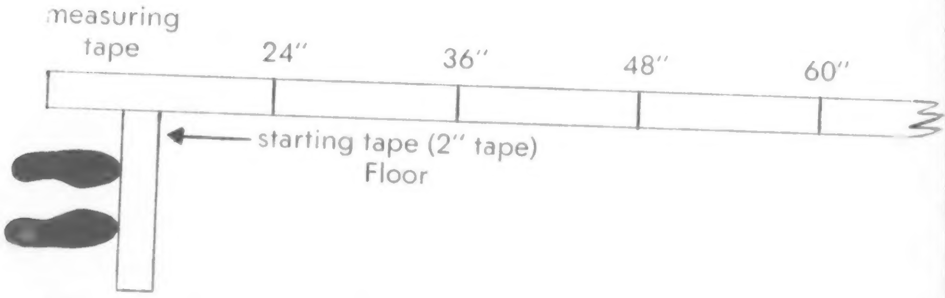
DESCRIPTION OF TEST ITEMS

Care should be taken to assure that each test is performed as close as possible to the procedures described under Starting Position and Movement.

Test No. 1: Standing Broad Jump

Purpose: To measure power.

Equipment: A measuring tape and a yardstick. Arrange equipment as shown in the diagram below.



Starting Position: The pupil assumes a squat position with his arms extended backward and with the toes of both feet parallel to and behind the starting tape.

Movement: The pupil starts the jump by shifting his arms forward and upward. As soon as his feet leave the floor he flexes his legs and continues to swing his arms forward. The pupil lands with feet parallel, trunk flexed and his arms extended in a forward direction.

Scoring: Allow one practice jump. The second jump is recorded. A tape measure is used to measure the distance to the nearest inch from the take-off line to the nearest heel position. An accurate reading can be taken if the recorder places a yardstick behind the heels of the jumper and at right angles to the measuring tape. If the pupil steps with one foot and then jumps, touches the floor with his hands before landing, or falls backward after landing, the jump is repeated.

Precautions: Encourage the subject to flex his knees in the starting position to assure maximum thrust from the knee muscles.

DF TEST ITEMS

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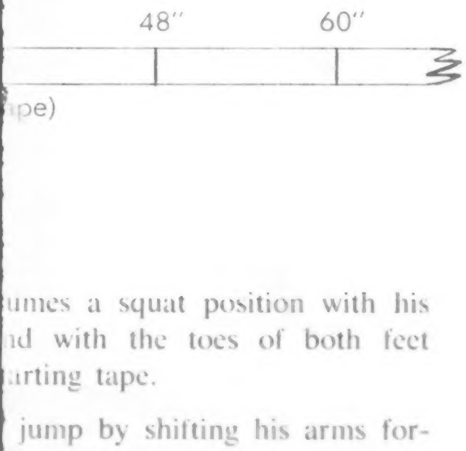

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m thrust from the knee muscles.

Test No. 2: Bench Push-ups

Purpose: To measure the strength and endurance of the forearm, the arm, and the shoulder girdle muscles.

Equipment: A chair (the seat of the chair should be approximately 14 to 17 inches above the mat) and a mat. Place chair on the mat.

Starting Position: The pupil grasps the nearer corners of the chair and assumes a front leaning rest position with legs together and both feet on the mat. The body should form a straight line and be at right angles with the arms.

Movement: The pupil lowers his body and flexes at the elbows until his chest touches the nearer edge of the chair. The arms are then extended to the starting position.

Scoring: The score is the number of push-ups performed. Stop the pupil at the end of the fiftieth push-up.

Precautions: Place one hand on the nearer edge of the chair to make certain the chest touches on every downward movement.

Test No. 3: Curl-ups

Purpose: To measure the strength and endurance of the trunk flexor muscles.

Equipment: A mat.

Starting Position: The pupil assumes a back lying position with knees bent, soles of the feet flat on the floor and the fingers laced behind the head. The tester places his right hand on the pupil's feet, holding them down and close to the buttocks, while the left hand is placed across the top of the pupil's knees.

Movement: The pupil sits up, touches the tester's hand and returns to the starting position. It should be noted that a child's physique will determine whether he is able to touch the tester's hand with his head, chin or chest. Touching with the head should be considered an acceptable performance for all children.

Scoring: The score is the number of times the pupil sits up and touches the tester's hand. Stop the pupil at the fiftieth curl-up.

Precautions: Prevent the pupil from using his elbows in bracing or pushing against the floor as he rises up. Keep the pupil's heels close to his buttocks throughout the exercise.

Test No. 4: Squat Jump

Purpose: To measure the strength and endurance of the trunk and leg extensor muscles.

Equipment: A mat.

Starting Position: The pupil assumes a crouched position with the arms at the sides of the legs and the fingers resting on the mat.

Movement: The pupil jumps to a height at which his feet are approximately four inches above the mat. The arms remain at the pupil's sides to maintain balance. The pupil returns to the starting position and continues the exercise.

Test No. 5: Thirty-yard Dash

Purpose: To measure speed.

Equipment: A stop watch, measuring tape and a finish tape. An indoor area such as the gymnasium floor or an outdoor area such as the playing field may be used for the thirty-yard dash.

Starting Position: The pupil assumes a standing starting position immediately behind the starting mark.

Movement: At
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Scoring: The sc
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Precautions: Ex
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[1] H. E. Garrett.
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AVERAGE PERFORMANCE CHART

	Sex and							
	6 yrs.		7 yrs.		8 yrs.		9 yrs	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	G
1. Standing Broad Jump	39	36	44	41	47	44	50	
2. Bench Push-ups	14	12	16	12	17	13	17	
3. Curl-ups	9	9	13	12	16	15	19	
4. Squat Jump	16	16	20	20	22	22	24	
5. Thirty Yard Dash	6.4	6.8	5.9	6.3	5.8	5.9	5.4	

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Movement: At the command "go" the pupil runs as fast as possible through the thirty-yard distance passing through the finish tape at the thirty-yard mark.

Scoring: The score is the number of seconds required to run thirty yards. Record to the nearest tenth of a second.

Precautions: Explain the purpose of the test. In order to maintain maximum speed, encourage the pupil to run at top speed for a short distance beyond the finish line.

How to Interpret the Test

There are separate norms for boys and girls from six to twelve years of age. Pupils are classified as being superior, good, average, below average or poor in each test item as well as in total physical fitness as measured by the sum of the five tests.

The T-scale was used to transfer a child's raw score on each test item into equivalent points.[1] This common scale permits the performance on any test item to be compared with the performance on any of the other four tests of the battery. The points can also be added to give a total physical fitness score. A teacher simply has to look at the rating corresponding to the points a child receives to estimate his level of physical fitness. By comparing a pupil's performance from one trial to another, we also can estimate whether he is decreasing, maintaining, or increasing his level of physical fitness.

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[1] H. E. Garrett. *Statistics in Psychology and Education*, Fourth Edition, (New York: Longmans, Green and Company, 1952), p. 308.

AVERAGE PERFORMANCE CHART

	Sex and Age													
	6 yrs.		7 yrs.		8 yrs.		9 yrs.		10 yrs.		11 yrs.		12 yrs.	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
......	39	36	44	41	47	44	50	47	54	50	57	53	59	53
......	14	12	16	12	17	13	17	11	18	11	19	10	18	9
......	9	9	13	12	16	15	19	17	22	20	26	22	27	20
......	16	16	20	20	22	22	24	24	29	25	31	28	28	23
......	6.4	6.8	5.9	6.3	5.8	5.9	5.4	5.5	5.4	5.5	5.0	5.2	4.9	5.3

Interpreting Individual Scores

A child's score on the five test items indicates his present level of power, strength, endurance and speed. The points under Physical Fitness (see the example Class Score Sheet on page 134)[1] gives an over-all estimate of a child's present level of physical fitness. A further indication of a score with the average performance shown in the chart on page 136.

The sample case which follows will further explain the use of the scoring tables as well as illustrate how a child's level of fitness can be interpreted.

		Test Items	Testing Dates	
Name	**Age**		**Sept. 1964**	**June 1965**
Alan Jones	8	Standing Broad Jump	62 inches	63 inches
		Bench Push-ups	9	24
		Curl-ups	3	25
		Squat Jump	16	27
		30-yd. dash	6.4 seconds	5.2 seconds

An adequate understanding of each child's level of physical fitness can provide an effective method for the teacher to plan physical education programs. For example, if the majority of boys and girls in a third grade class were below the average performance in the strength and endurance items, this would indicate a need for activities involving general body strength as well as an emphasis on movements requiring numerous repetitions. Other teachers may find their classes to be in the average or better grouping, which would indicate that their present physical education programs were adequate with no major modifications necessary.

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[1] Glenn Kirchner. *Physical Education for Elementary School Children*, First Edition, (Dubuque, Iowa: Wm. C. Brown Company, 1966), p. 587.